CAMBRIDGE

Global English

Learner's Book



Caroline Linse and Elly Schottman

CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

Information on this title: education.cambridge.org

© Cambridge University Press 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014
7th printing 2016

Printed in the United Kingdom by Latimer Trend

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-61384-3 Learner's Book with Audio CDs (2)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Welcome to Cambridge Global English Stage 3

Cambridge Global English is an eight-stage course for learners of English as a Second Language (ESL). The eight stages range from the beginning of primary (Stages 1–6) to the end of the first two years of junior secondary (Stages 7–8). It is ideal for all international ESL learners, and particularly for those following the Cambridge Primary/Secondary English as a Second Language Curriculum Framework, as it has been written to adhere to this framework. It also presents realistic listening and reading texts, writing tasks, and end-of-unit projects similar to those students might encounter in the context of a first-language school. These elements provide teachers with the opportunity to tailor the level of challenge to meet the needs of their particular students. The course is organised into nine thematic units of study which include a range of activities, text types and objectives.

Cambridge Global English materials are aligned with the Common European Framework of Reference. The materials reflect the following principles:

- ***An international focus***. Specifically developed for young learners throughout the world, the topics and situations in *Cambridge Global English* have been selected to reflect this diversity and encourage learning about each other's lives through the medium of English.
- ***An enquiry-based, language-rich approach to learning***. *Cambridge Global English* engages children as active, creative learners. At the same time as participating in a range of curriculum-based activities, they can acquire content knowledge, develop critical thinking skills and practise English language and literacy.
- ***English for educational success***. To meet the challenges of the future, learners will need to develop facility with both conversational and more formal English. From the earliest stage, *Cambridge Global English* addresses both these competencies. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using English-language classroom materials.

In addition to this Learner's Book, *Cambridge Global English Activity Book 3* provides supplementary support and practice. Comprehensive support for teachers is available in *Cambridge Global English Teacher's Resource 3*.

The following icons are used in this Learner's Book:



pre-recorded listening activity


pairwork or small group speaking activity (not mediated by teacher)


write in notebook activity



linking activity in Activity Book



cross-curricular maths activity


cross-curricular science activity.

We hope that learners and teachers enjoy using *Cambridge Global English Stage 3* as much as we have enjoyed writing it.

Caroline Linse and Elly Schottman

Contents

page	Unit	Words and expressions	Use of English	Reading/Writing
6–19	1 Working together	Action verbs Ways of moving Sports words: *match*, *win*, *goal*, etc. Expressions of encouragement *What does … mean?* *How about … ?* *want to* *left/right* *easy/difficult*	Present continuous to describe events Question words: *where*, *what*, *how*, *who* Gerund: *be good at* + noun/*-ing* Subject pronouns Word order in questions with longer noun phrases	Follow instructions Information text: *The Dragon Dance* Poem: *Rope Rhyme* Traditional tale (play script): *Whose team are you on?* Write compound sentences using *but* Write a letter of apology
20–33	2 Family and memories	Weddings Extended family *first*, *next*, *then*, *finally* Months of the year Dates Title (Mr, Mrs, Miss, Ms), first name, surname	Prepositions: *next to*, *in front of* Adverbs of sequence: *first*, *next*, *then* *will* for prediction Statements and questions with *was/were* *could/couldn't* *be called* *to/from* (with cards and presents)	Follow instructions Information text: Wedding customs around the world Poem: *The End* Autobiography: Memories of family events Reading strategy: Scan text for information Describe people in a photo Combine sentences with *and* Write about a memory
34–47	3 The desert	Desert: Landscape, weather, animals, plants Parts of the body (animals) Parts of a plant Adjectives describing personal qualities	Comparative and superlative adjectives *all*, *many*, *a few* Understanding subject pronouns *it* and *they* within texts Past simple: regular and irregular forms *Why? Because …*	Follow instructions Information texts: Desert animals, desert plants Poem: *Desert* Traditional tales: *Two Friends; Rattlesnake and mouse* Write a chart using given information Turn notes into full sentences Draw and label a picture Write and punctuate dialogue
48–61	4 Look again	Shapes Parts of the body: *finger*, *eye*, *brain* Words to describe people, animals and environments	Adverbs of frequency; word order with verb *to be* Prepositions of location Object pronouns: *him*, *her*, *it*, *them*, *me*	Follow instructions Information text: *optical illusions*, *animal camouflage* Poem: *Grayish, Greenish* Write a description of a picture Write sentences using list commas
62–75	5 Inventors and inventions	Opinions: *a good/bad idea*, *useful*, *silly*, *fun* Word families: *inventor*, *invent*, *invention* Kinds of containers *to be born*	*used to* to say how things were different How to say years (e.g. 2014, 1986) *have to* to express obligation	Information texts: A history of inventions; problems and solutions Poem: *The straw – 1888* Rhyming story: *Jack's dream home* Draw and write about your own invention Describe a room in a dream house Revision: Final punctuation marks
76–89	6 Dinosaurs	Language to describe and compare dinosaurs Long numbers	Compare things using *as* [adjective] *as …* *x years ago* Relative clauses with *who* and *which*	Information texts: Dinosaur Q & A; *An amazing fossil discovery* Poem: *Unfortunately* Create similes with *as … as* Describe an imaginary dinosaur Contrast what scientists used to think and think now Link sentences using *but*
90–103	7 Puzzles and codes	Colour, pattern and size Prepositions of location *with/without* Crockery and cutlery *to be missing something*	Word order with adjectives (*two big yellow stars*) Indirect object pronouns Present perfect for experiences Irregular past participles	Follow instructions Information text: Secret codes Poem: *Have you ever done that?* Traditional tale: *A fair solution* Solve puzzles and logic problems Write activity instructions Link sentences using *but*
104–117	8 Our amazing body	Parts of the body Healthy habits: Exercise and nutrition *What's the matter?* Minor injury and illness *go for* + noun *Are you doing anything on …?* *Would you like to …?*	*will* to express future intention Offer to help (*Shall I …?*) Present continuous for future arrangements Comparative adverbs: *more quickly / more slowly than*	Follow instructions Information texts: *How can we stay healthy?* Amazing facts quiz Poem: *Miss Polly had a dolly* Make a poster about caring for your teeth Write a plan for making healthy choices next week
118–131	9 Big and little	Robots and what they do Describing size and weight *x metres/ centimetres tall/long* Adjectives to describe character	*Some … Other …* *more than* and *less than* with numbers Revision of comparative and superlative adjectives *the most / the least* + noun Sequence words: *first*, *next*, *then*	Follow instructions Information text: All kinds of robots Poem: *A pizza the size of the sun* Traditional tall tale: *The story of Paul Bunyan* Draw and write about your own robot Write about a giant pizza, using list commas Write instructions for an experiment
132–143	Picture dictionary	Review of vocabulary and themes		

Listening/Speaking	School subjects	Pronunciation / Word study	Critical thinking / Values
Listen for information Listen and identify Give opinions: *easy* or *difficult* Describe what people are doing Ask and answer questions about a picture Make suggestions, give encouragement, apologise	PE: Learn a dance Maths: Simple bar chart and counting in 5s and 10s Science: Birds and mammals	Rhyming words Common homonyms Identify action verbs Spelling rules for words ending in *-ing* Paired spelling dictation	Working as a team: Encouraging others Discussing rules for fair play Classifying
Listen for information Listen and discuss an extended narrative (birthday tradition in Korea; Mexican *piñata*) Talk about family and family celebrations Describe location Ask and answer questions about birthday dates and celebrations	Maths: Ordinal numbers Geography: Countries around the world; flags	Rhyming words Borrowed words Opposites Create a picture glossary	Comparing and contrasting customs in different countries Polite language: How to address adults Sequencing events
Listen for information Discuss and ask questions about a story Perform dialogue Act out a story Discuss friendship	Geography: Identify deserts on world map; understand desert weather Maths/Science: Understand temperature Science: How living things adapt to their habitat Maths: Venn diagram	Spelling rules for comparative and superlative adjectives Opposites Use illustrations and context clues to guess the meaning of unfamiliar words	Comparing and contrasting Understanding the difference between fiction and non-fiction Discussing trickery and what is fair Discussing the qualities of a good friend Drawing inferences from a story
Follow aural instructions Listen to differences between British and American pronunciation Describe where things and people are Discuss results of experiments	Maths: Measure length Science: How our eyes and brain work together Science: How/why animals use camouflage Art/Technology: Make a thaumatrope	Prefixes *un-* and *im-* Use understanding of rhyme to complete a poem	Conducting experiments and discussing results Solving puzzles You can't always believe your eyes
Listen to and understand dialogue Listen for information Give opinions Speculate on how things used to be different	History: Learn about some important inventions Art/Technology: Design a room in a dream house	Word families Rhyming words Use context clues to guess meaning of unfamiliar words	Understanding that new things are invented to solve a problem
Listen for information Follow aural instructions, including numbers Talk about prior knowledge of dinosaurs and ask questions Ask and answer questions about events and dates in your life Explain supporting evidence for dinosaur facts	Science: Learn about dinosaurs Maths: Understand numbers in thousands/millions History: Understand how a time line works Maths: Calculate how long ago things happened	Compound adjectives: *plant-eating*, *meat-eating* Use context clues to guess meaning of unfamiliar words	Understanding that scientists are always learning Discussing qualities of a good scientist Drawing inferences based on illustrations
Follow aural instructions Describe and compare colour, pattern and size Roleplay asking for things at lunch Interview a partner about experiences Act out a story	Maths: Use coordinates to make a number code PSHE: What is fair and unfair	Synonyms for *nice* Use context clues to guess meaning of unfamiliar words	Using logic to solve puzzles Finding fair solutions to problems Writing and deciphering secret code messages Drawing inferences about characters' emotions
Follow aural instructions Listen for information Role play: Accident/illness Role play: Making plans Memorise and recite a poem Give opinions Play a vocabulary guessing game	Science: How exercise affects your heartbeat and breathing; bones and muscles PSHE: How to stay healthy Maths: Create and discuss a voting chart	Synonyms for *plenty of* Rhyming words	Conducting experiments; discussing findings Distinguishing fact from opinion Solving a riddle
Listen and recognise the speaker's opinion Listen to and solve a mathematical puzzle game Ask and answer questions Express preference, with reasons Make predictions Describe what is happening in a picture	Science: Advances in technology – robots Maths: Play a guessing game with numbers more or less than x; secret number game Maths: Compare animals' height and weight Science: Make predictions about container capacity and conduct an experiment	Synonyms for *big* and *small* Compound words Words describing size dimensions: *tall*, *long*, *short*, *wide*, *narrow*	Comparing and contrasting Giving opinions and supporting reasons Conducting an experiment and discussing results Considering a poet's choice of words Considering what qualities make a character a hero

1 Working together

We're going to:

talk and write about what people are doing
follow and give instructions
play games and do projects together
write about what we think and what we like
read and talk about a story



1 Talk about it

These children are learning the Dragon Dance for Chinese New Year. Talk about the picture. What is each person doing?

2 Listen

Choose a question. Listen for the answer, then share it with your class.

- How do the children make the dragon move?
- What is Steve doing?
- Is learning the Dragon Dance easy or difficult?

3 Read

Read and listen to the text. Write a question to ask your class. Use question words like **Where ...? What ...? How ...? Who ...?**

The Dragon Dance

Chinese New Year is celebrated in China and in many other countries too. The Dragon Dance is part of the celebration. Some New Year dragons are very long. A long dragon brings good luck! The dancers hold up the dragon with poles. They make the dragon move up and down, left and right. As the drum beats slowly or quickly, the dragon twists, turns and dances through the air.



4 Word study

Stand up. Pretend that you are holding up the dragon on a pole. Act out the words in the box.

up	down
left	right
slowly	quickly
twist	turn

5 Let's do it!

Learn a new dance. Stand in a line, one behind the other. Move together!

1 Tap your left foot. Put your feet together.
2 Tap your right foot. Put your feet together.
3 Jump forwards twice.
4 Do it again!

Say these words as you do the dance:

Left foot. Right foot. Jump. Jump.



6 Use of English

Is it easy or difficult? What do you think?

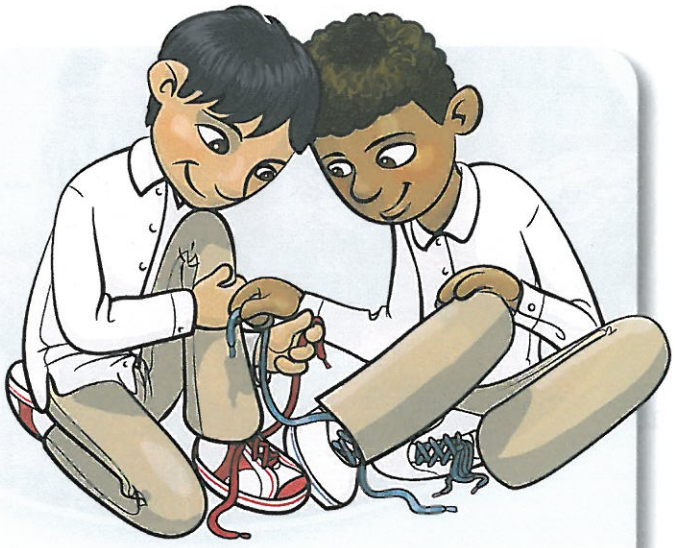
- learning a dance
- speaking English
- playing the guitar
- writing a poem
- playing football
- riding a bike

2 Let's play!

1 Talk about it What do you and your friends like doing together?

2 Read

Read the instructions. Then play each game.



Two can tie a bow

Can you and your partner work together to tie a bow? This is not easy. Each person can only use one hand!



Up and down

Sit on the floor, back-to-back with your partner. Link your elbows together. Try to stand up! Then sit down again.

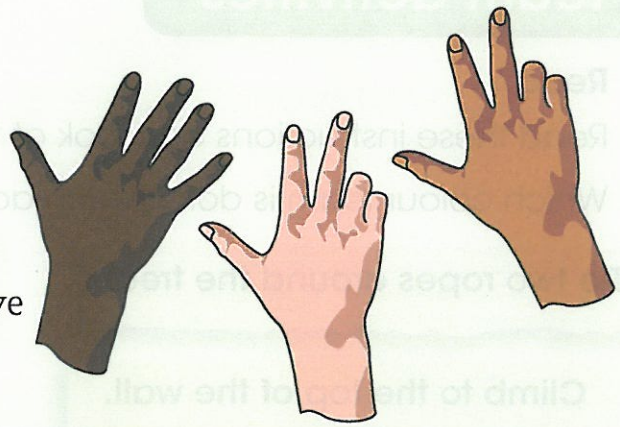
Don't step on the floor

You and your partner need three pieces of paper.
You must cross from one side of the room to the other.
You must only step on the paper.
You mustn't step on the floor.
Can you do it?



Eleven fingers

You need three people. Stand in a circle. Together, say '1, 2, 3 … Go!' When you say 'Go!', hold out some fingers on one hand: 1, 2, 3, 4 or 5 fingers. Add up all the fingers in the circle. To win the game, you must have 11 fingers. How many tries does it take?



3 Values

Some of these games are difficult. You have to practise and you mustn't give up. Try using some of these expressions as you play the games.



4 Listen

Which game are the children playing? Listen again.
Clap when you hear an expression from Activity 3.

5 Let's find out!

1 Were the games easy or difficult? Which was your favourite?

2 Look at the chart. Which game do most children in that class like best?

3 Now make a chart for your class. Which game does your class like best?

Our favourite games								
Two can tie a bow								
Up and down								
Don't step on the floor								
Eleven fingers								

Key: ☐ = 1 child

3 Team activities

1 Read

Read these instructions and look at the picture.

Which colour team is doing each activity: red, yellow, green or purple?

Tie two ropes around the tree.

Pass a glass of water through the ring.

Climb to the top of the wall.

Carry the boxes to the table.



2 Use of English

Match the question with the answer.

1 What are the children in green tops doing?
2 What is boy number 17 doing?
3 What are the children in yellow tops doing?
4 What is girl number 28 doing?

a They are tying a rope around the tree.
b They are carrying boxes to the table.
c She is standing on a ladder.
d He is climbing the wall.

3 Talk

Ask your partner two more questions about the picture.

What is/are ... doing?

4 Word study

Think of lots of different answers to these questions!

- What can you **push**?
- What can you **climb**?
- What can you **carry**?

5 Read

Read and listen to the poem.

Find the word in the poem that rhymes with: in ground to ten about

Find a word in the poem that means the same as: laugh turn round begin

Rope Rhyme

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down, whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
Get set, ready now,
jump
right
out!

Eloise Greenfield



6 Let's do it!

Pretend you are skipping! Count up to 100, one number with each jump.
When you say a number that ends in 5, kick your leg: **15, 25, 35 ...**
When you say a number that ends in 0, spin around: **10, 20, 30 ...**

7 Word study

Action verbs are things you can do – like **jump**, **sit** and **giggle**.
Make a list of action verbs on pages 10 and 11.
How many can you find? Think of more words to add to your list.

4 Performing a play

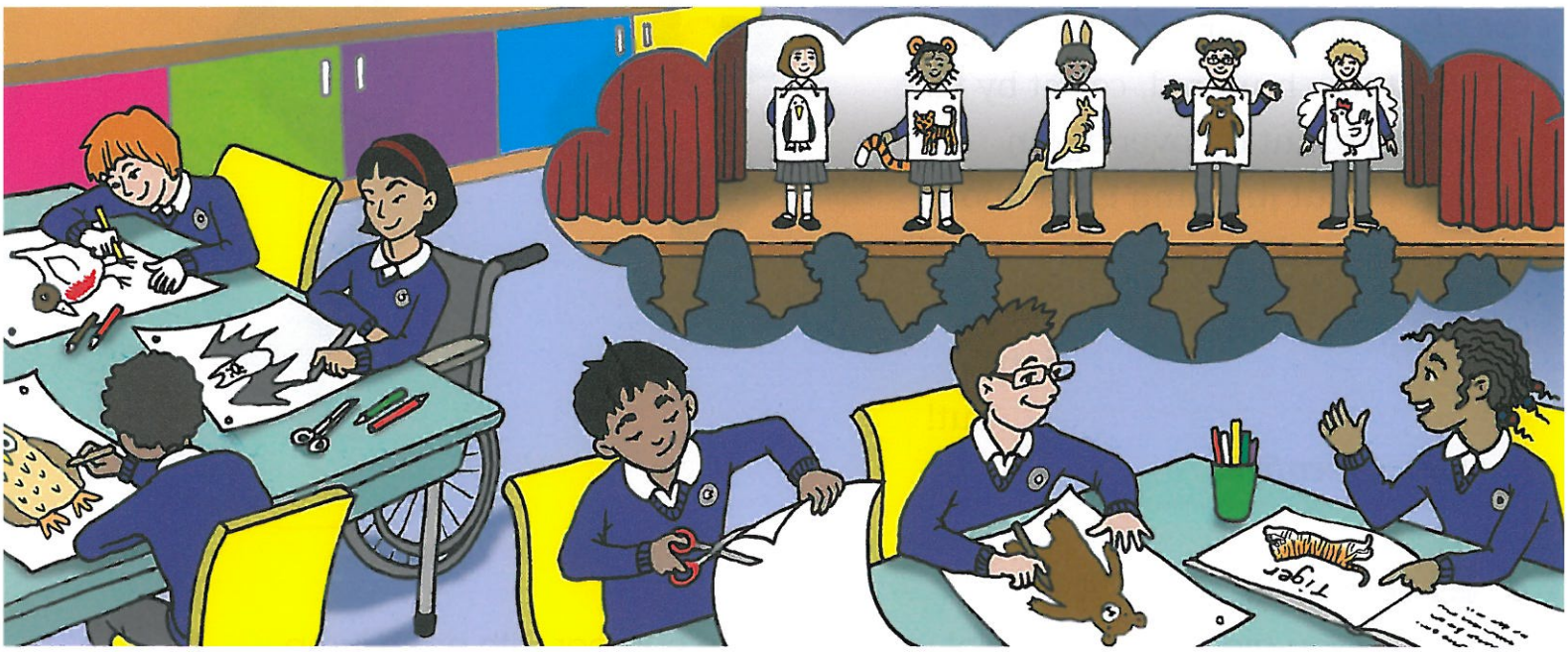
1 Read

The children in the picture are going to act in a play.

They are making signs for the animal characters in the play.

Some children are drawing **mammals**. A mammal is an animal that has fur and teeth. Most mammals have four legs. Some children are drawing **birds**. Birds are animals that have two legs, two wings and feathers. Most birds can fly. One child is drawing a bat. Name two mammals and two birds. Do you think a bat is a mammal or a bird?





6 2 Listen

Listen to the conversation. Fill in the missing words.

Ana: What can I be?
Vijay: How about a ___?
Ben: ___ _____ a tiger?
Ana: That's a ___ _____. I'll be a tiger!

Why does Vijay want to be a kangaroo? Listen again.

Unit 1 Lesson 4 Use of English: *be good at* + noun **Listen:** global meaning; specific information **Talk:** expressing opinions: *I want to…*; spelling game **Write:** compound sentences using *but*

3 Talk

Imagine that you are going to act in a play!
What animal do you want to be? Why?
Ask three friends.

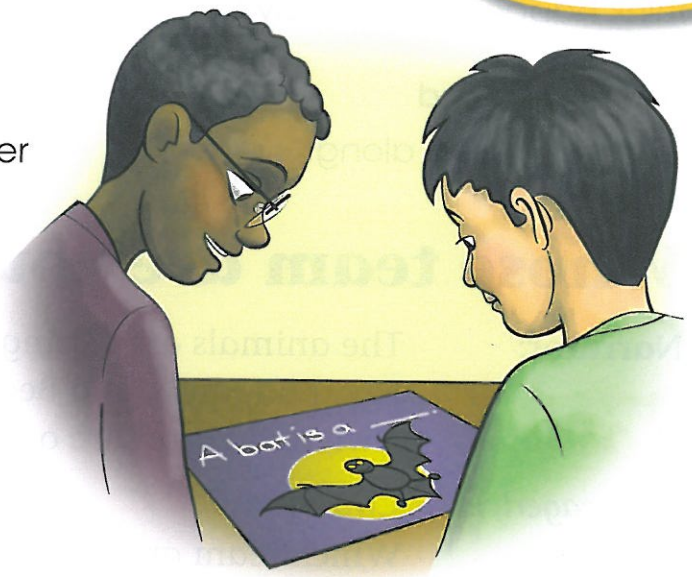
What do you want to be?

Why do you want to be a ... ?

4 Listen

Tony is drawing a picture of a bat.
Listen to the conversation, then answer the questions.

1 What is Tony good at doing?
2 What is Tony not good at doing?
3 What is the missing word in Tony's picture?



5 Over to you

What are you good at doing?
What are you not good at doing?
Tell your partner.

I'm good at ... ,
but I'm not good at ... .

Then write a sentence about your partner.
Tell the class about your partner.

Jenny is good at dancing, but she's not good at skipping.

Language detective



What happens when you add ***-ing*** to a short vowel word that ends in a consonant?

run – running hop – hopping swim – ?

What happens when you add ***-ing*** to a word that ends in a silent ***e***?

dance – dancing write – writing make – ?

6 Let's do it!

Play this spelling game. Write the name of an animal. Don't show your friends. Spell the name. Your friends must write the word. They have to make a sound like that animal or act like the animal.

5 Following the team rules



1 Talk about it Look at the pictures.

Who are the characters? What do you think happens in this play?

8 **2 Listen and read**

Listen and read along.

Whose team are you on?

Narrator: The animals are getting ready for a football **match**. Fox, Kangaroo, and Bear are on the Mammal team. Goose, Owl, and Parrot are on the Bird team. Bat wants to play too.

Bat *(eagerly)*: Can I play?

Parrot: Which team are you on?

Bat *(thinking)*: Hmm. I want to be on the **winning** team. The Birds are small. The Mammals are big. I think the Mammals will win.

Bat *(to everybody)*: I want to be on the Mammal team!

Bear *(to Fox and Kangaroo)*: Are bats mammals?

Fox: I don't think so. Bats have wings. Mammals don't have wings. I think Bat is a bird.

Bat: No, I'm not. I'm a mammal! Look at my fur! Look at my teeth! Birds don't have fur or teeth.

Kangaroo *(to Fox and Bear)*: That's true. I think Bat can play on our team.

Fox and Bear: OK. Let's play!



Narrator: The animals begin to play. Bear passes the ball to Kangaroo. Kangaroo kicks the ball into the goal. The score is Mammals – 1; Birds – 0.

Bat *(happy and excited)*: Hooray for our team!

Narrator: Next, Owl gets the ball. Owl passes the ball to Parrot. Parrot scores a goal. Mammals – 1; Birds – 1! It's a **draw**!

Narrator: Bear has the ball next, but Parrot takes it. The birds score another goal. Birds – 2; Mammals – 1.
The birds score the next goal too. Now it's Birds – 3; Mammals – 1!

Bear: Let's stop! We need a rest.

Bat *(feeling grumpy, thinking to himself)*: The Mammal team is **losing**. I don't want to be on the losing team. I think I'll join the Bird team.

Bat *(walking over to talk to Parrot)*: I'm joining the Bird team.

Parrot: You can't do that, Bat! You're part of the Mammal team.

Bat: Not any more. I want to be on the Bird team! Look – I have two wings and two legs – just like you and Owl and Goose!

Goose: Play on!

Narrator: The game begins again. Kangaroo has the ball. She passes the ball to Bear, but Bat takes the ball and passes it to Parrot. Parrot scores a goal. It's Birds – 4; Mammals – 1.

Bat *(happy and excited)*: Hooray for our team! The Birds are winning the game!

Fox *(confused)*: Stop the game! Whose team are you on, Bat?'

Bat: I'm on the Bird team now. And we are winning!

Owl *(sternly)*: You can't switch teams in the middle of a match, Bat.

Goose: It's not fair!



Bear *(angrily)*: You are not a good team player, Bat. You can't be part of this game!

Fox *(sternly)*: I agree. If you want to play with us, you need to follow the **rules**.

All the animals *(speaking together)*: Go away, Bat! We don't want to play with you.

Bat *(upset)*: I'm sorry.

Kangaroo: Go away and think about it. When you are ready to follow the rules, you can come back.

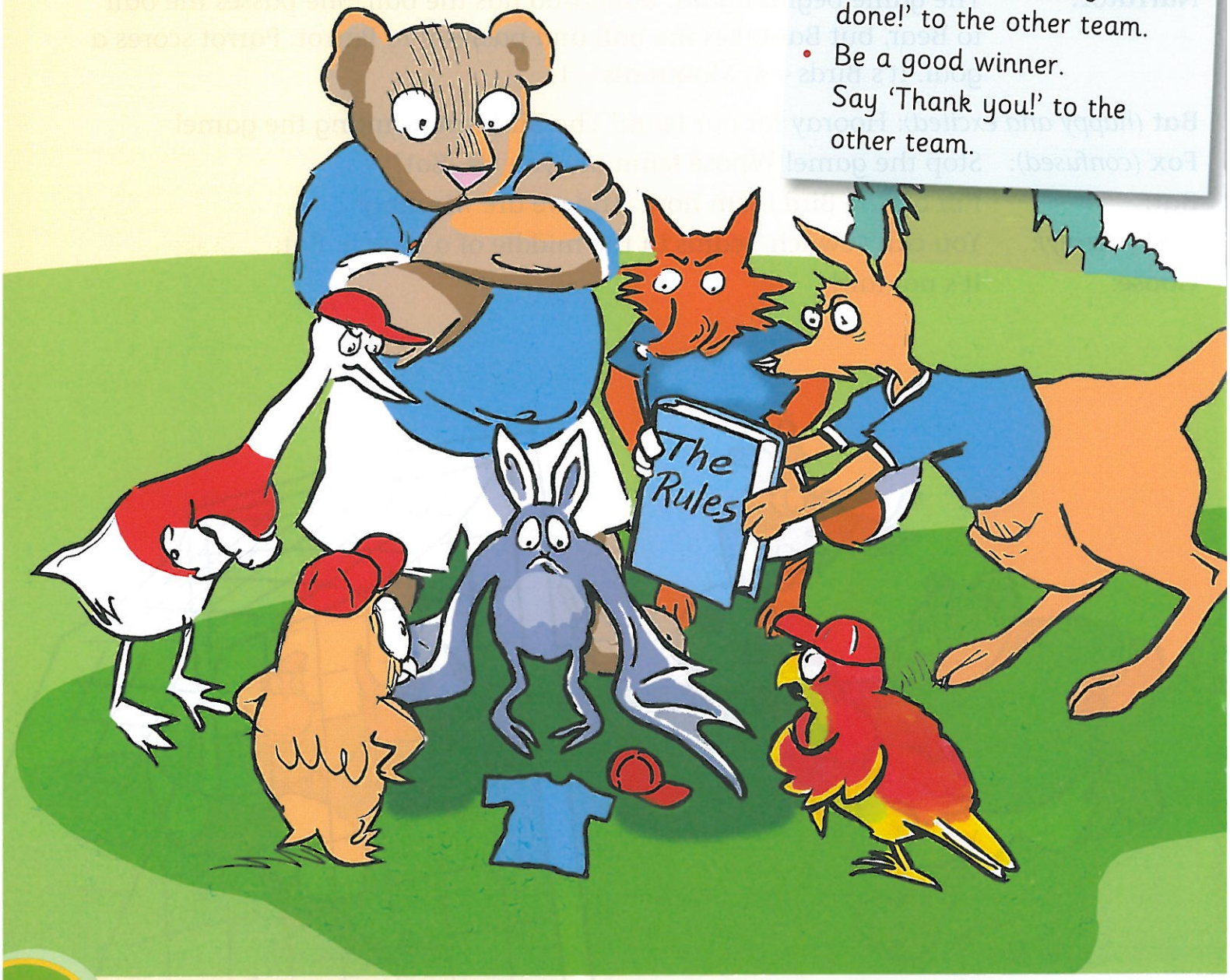
Bat *(sadly)*: OK. Goodbye.

Narrator: And the Mammals and the Birds begin playing again without Bat.

Owl: Play on!

The rules

- Practise every day.
- Do your best.
- Help your team.
- Be a good loser. Say, 'Well done!' to the other team.
- Be a good winner. Say 'Thank you!' to the other team.



Unit 1 Lesson 5 Read: reading, discussing, acting out a play: *Whose team are you on?* **Vocabulary:** context clues; words with multiple meanings **Values:** being a good sport **Write:** a letter

3 Talk

- Why does Bat want to play on the Mammal team?
- Why does Bat switch to the Bird team?

4 Values

Look at the list of rules. Which two do you think are the most important?

5 Let's do it!

Choose a character and make a sign to wear. Act out the play.

6 Word study What does it mean?

Find the words in **blue**. What does each word mean?
If you can't guess, ask your teacher.



7 Words with more than one meaning

Read the sentences. What is the missing word in both sentences?

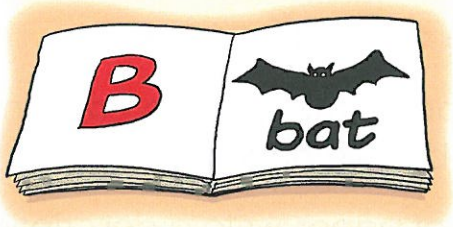
1 She hits the ball with a ___ .



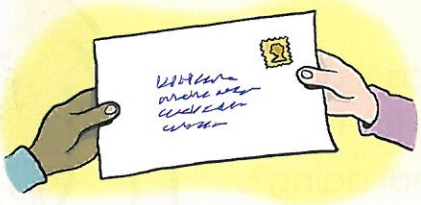
A ___ can fly.



2 B is the first ___ in *bat*.



This ___ is for you.



3 Come and ___ football with us!



We are acting in a ___ .



8 Write

Bat wants to play football again. He writes a letter to the Mammals and the Birds. What does Bat say in the letter?



6 Choose a project

1 Make a 'Follow the instructions' game

1 Work with a group. Write instructions on cards. Make 20 cards.



2 Play the game with your class in two teams.

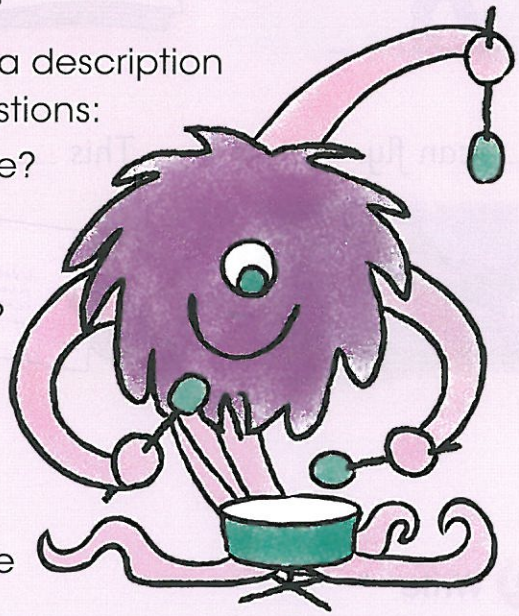
3 The teams take turns to take an instruction card. If the team can follow the instructions, they score one point.

2 Make a 'Find the animal' game

1 Draw a picture of an animal doing something funny. It can be a real animal or a make-believe animal.

2 On another piece of paper, write a description of your animal. Answer these questions:

- What does your animal look like? What colour is it?
- How many legs has it got? Has it got wings? Has it got fur?
- What is your animal doing?



3 Put all the animal pictures on the wall.

4 Read an animal description to the class. Can the class find the matching picture?

My animal has got purple fur and six legs. It is playing the drums.

Reflect on your learning

What can we do together?

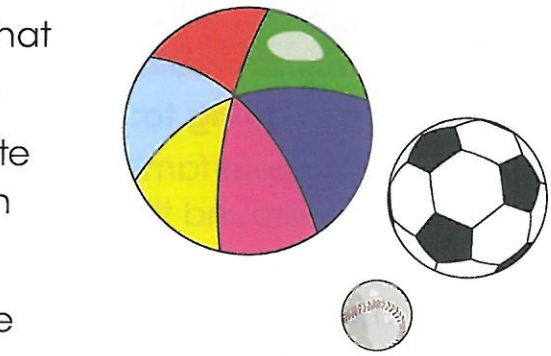
1 Choose a picture in this unit. Tell your partner what any people or animals are doing in the picture.

2 Think of some things you can do with a ball. Write two instructions. Read them to your partner. Can your partner act out the instructions?

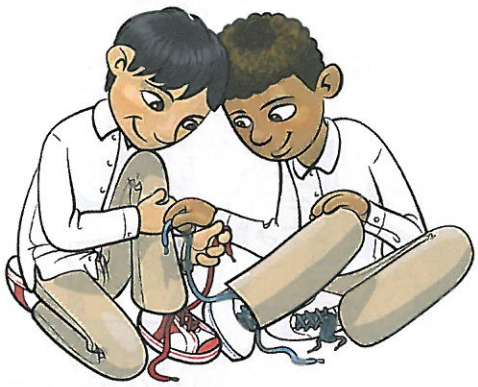
3 Look at your list of action verbs. Write a sentence about something you like doing and something you don't like doing. Read your sentences to your partner. Do you like or dislike the same things?

4 Which activity did you like best in this unit? Which activities were easy? difficult? interesting? fun? boring? Write your answers.

5 Think of an interesting thing you learned in this unit. Write one or two sentences about it.









Look what I can do!

1 I can talk and write about what people are doing.
2 I can follow and give instructions.
3 I can play games and do projects with my classmates.
4 I can talk and write about what I think and what I like.
5 I can read and talk about a story.

2 Family and memories

We're going to:

talk about family celebrations from around the world

talk about and name family members

understand a poem about growing up

read about childhood memories and write our own

1 Talk about it

Have you ever been to a wedding?

Whose wedding was it? What can you remember about it?

The wedding in the picture is in Greece, a country in Europe. What are the people doing?



Unit 2 Lesson 1 Vocabulary: family members; weddings **Listen:** recalling information **Read:** following instructions **Talk:** describing people, location, actions

2 Listen

Choose a question. Listen for the answer. Share the information with your class.

Who made the bride's dress?

Who is Christina and what is she doing?

What are they going to do after the photos?

3 Word study

Use the words in the box to talk about the picture on page 20.
Listen to Christina again to check who is who.

bride	groom	photographer	sister	grandmother
granddaughter	grandson	aunt	uncle	cousin

4 Write

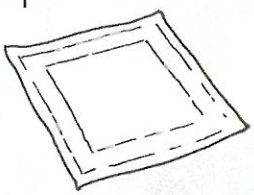
Write a description of the people in the photo. Say where they are standing.
Say what they are wearing.

The bride's mother is standing next to the groom.
She is wearing a purple jacket and a purple skirt.

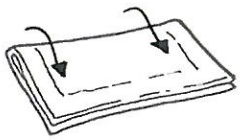
5 Let's make it!

Make a napkin fan like the ones at Alexia's wedding. Follow the instructions.

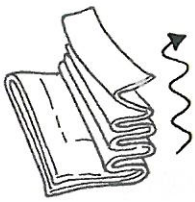
1 You need a napkin made of paper or cloth.



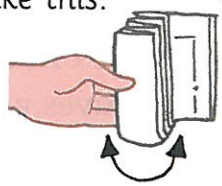
2 **First**, fold the napkin in half.



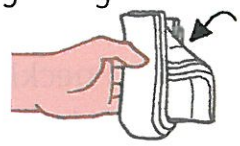
3 **Next**, fold it like a fan. Leave 5 cm unfolded.



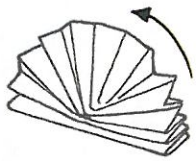
4 Fold the whole fan in half: like this.



5 **Then** fold in the corners diagonally like this.



6 **Finally**, open up your napkin fan.



2 Wedding customs

10 **1 Read and talk about it** Listen and read about wedding customs around the world. Are the customs the same or different in your country? Which custom do you like best?



Wedding kimonos

In Japan, the bride and groom often wear a traditional **kimono**. Both men and women wear a kimono. The kimono is very long and made of silk.



Throwing rice

In some countries, the guests throw rice at the bride and groom after the wedding. In other countries, they throw flower petals.

Hand painting

In some countries, like India, the bride's family decorate her hands and feet with **henna**. Henna is made from the leaves of a plant. It is used to draw pictures and patterns. Sometimes the name of the groom is written on the bride's hands.





Wedding *lei*

In Hawaii and other South Pacific islands, the bride and groom wear a necklace made of flowers or leaves when they get married. It is called a **lei**. The groom wears a lei made of leaves. The bride wears a lei made of white flowers. The lei smells very nice.

Unit 2 Lesson 2 Use of English: titles (*Mr, Ms,* etc.) **Read:** comparing wedding customs; scanning for information **Talk:** describing location **Values:** addressing adults with respect

2 Read

How quickly can you find the answers?

1 In which country do they decorate the bride's hands?
2 What do people throw at the bride and groom in some countries?
3 What do the bride and groom wear in Japan?
4 In Hawaii, what is the flower necklace called?

3 Listen

Charlie and Anna are making name cards for a wedding. The cards tell people where to sit. Listen and answer the questions: Who is Mrs Ortiz? Who is Mr Wilson?



Anna Wilson

first name — surname

4 Use of English

Most people have a **first name** and a **surname** (family name).

When we talk to teachers and adults that we don't know well, we often use a **title** and their surname.

Mr – for a man

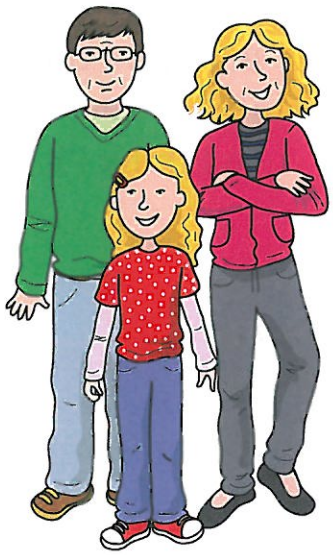
Mrs – for a married woman

Miss – for an unmarried woman or girl

Ms – for a woman, married or unmarried

This is the Wilson family. Say the title and surname of each person.





5 Values

In many countries, it is polite for children to use a title when they talk to an adult. Is this the same or different in your country?

6 Talk

Imagine that your family is having a dinner party.

Draw a big table. Write the names of the people by the table.

Who will sit next to who? Explain your picture to your partner.

3 When I was young

12 **1 Read**

Read and listen to the poem. What do you think it is about?

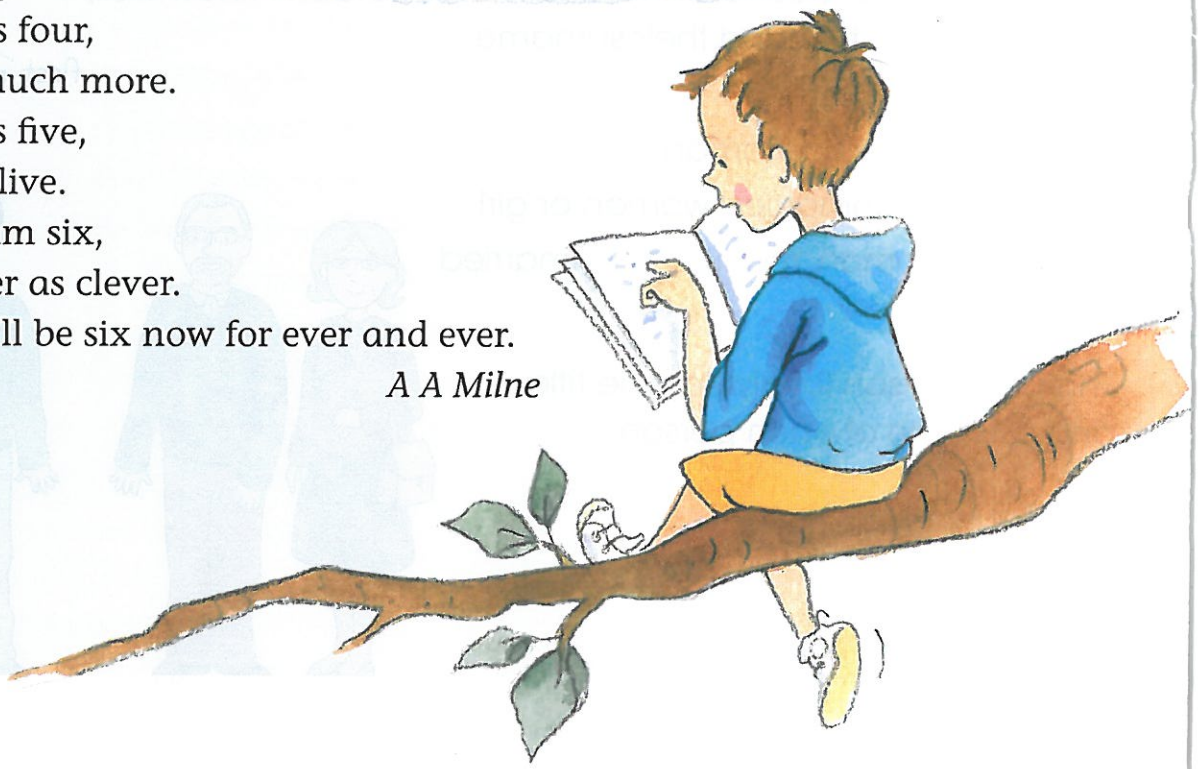
How old is the boy now?



The End

When I was one,
I had just begun.
When I was two,
I was nearly new.
When I was three,
I was hardly me.
When I was four,
I was not much more.
When I was five,
I was just alive.
But now I am six,
I'm as clever as clever.
So I think I'll be six now for ever and ever.

A A Milne



2 Talk

Say the words aloud. Match the rhyming words.

alive	four
two	three
more	begun
one	five
me	new

Unit 2 Lesson 3 Use of English: past simple *was /were*; subject pronouns **Listen:** main idea; specific information; rhyming words **Read:** *The End*
Talk: questions: *Was/Were...?*

3 Listen

Jongmin's family live in South Korea. Listen to Part 1.
Jongmin's grandmother is talking about a special custom. What is it?
Listen to Part 1 again. Match the objects with their meaning.

coin 

string 

rice cake 

book 

You will have a long life.

You will be very clever.

You will always have lots of food.

You will be rich.

4 Listen

Now listen to Part 2.
What did Jongmin choose?



5 Use of English

Jongmin is asking his grandmother about his first birthday party.
Match Jongmin's questions with his grandmother's answers.

Jongmin	Jongmin's grandmother
Were there many people at my party?	There were seven people.
Was my grandfather at my party?	Yes, they were.
Were my cousins at my party?	No, you were very cross!
Was there any ice cream at my party?	No, there wasn't any ice cream.
Was I happy?	Yes, he was.

6 Talk

Make up questions for your partner about his or her last birthday.
Use **was** or **were**.

Was there a cake? Were you happy? Were there many people?

4 Birthdays

15 **1 Read**

Tomas and Maria are twins. They live in Mexico. Listen and read about their birthday party and answer the questions.

1 How old are Tomas and Maria?

2 When was their birthday party?

3 What is a **piñata**?





Hi, I'm Maria.
It was my birthday yesterday and my brother's too. We were nine years old! We had a wonderful birthday party. Lots of our friends came, and my grandparents were there too.

There was a piñata at our party. A piñata is a cardboard container with sweets or toys inside. It's usually in the shape of an animal or a star. It's decorated in beautiful colours. Our piñata was in the shape of a donkey!

16 **2 Listen**

How do you get the sweets from a *piñata*? Listen to find out.

17 **3 Word study**

Which month is your birthday in? Which is your favourite month? Why?



4 Use of English

Tomas and Maria's family have some special days in October. Say when they are.

Language tip

We write: 17th October.

We say: **on the** seventeen**th of** October.

October

1st	2nd	3rd	4th	5th	6th	7th
Grandma's birthday	Jen's party	Carl and Eva's wedding		Tomas and Maria's birthday		Uncle Tim's party

5 Talk

Ask five friends when their birthday is.
Write their name and birthday. Then tell the class.

Magda's birthday is on the 1st of May.

6 Word study

English sometimes 'borrows' words from other languages. Match these words with the picture that shows their meaning.

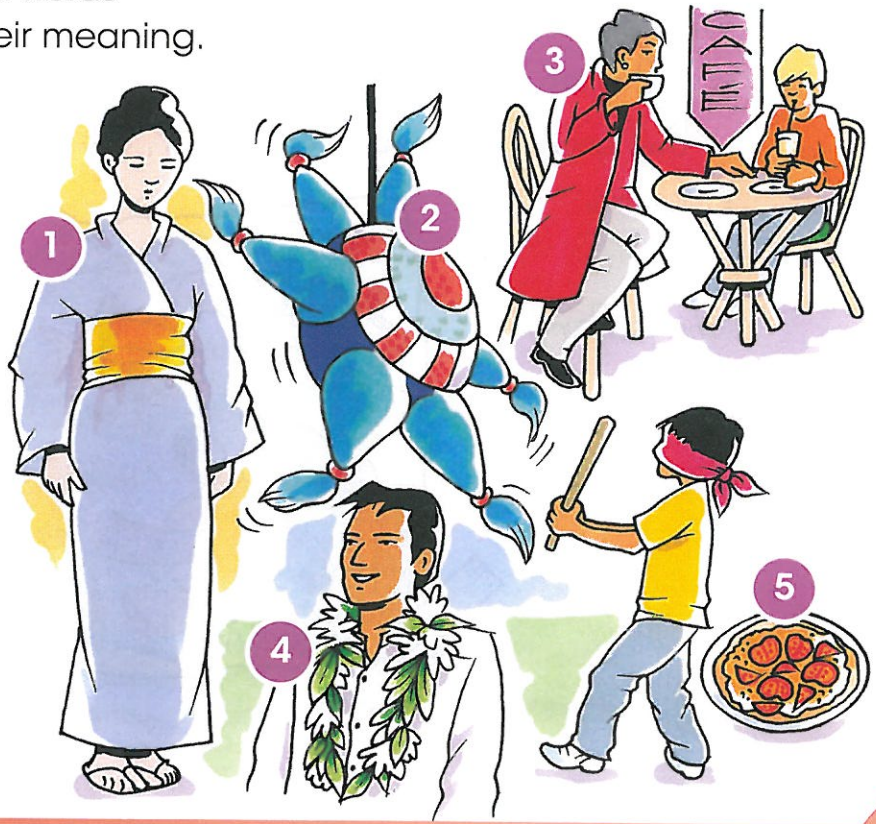

Hawaii lei


Mexico piñata


Japan kimono


Italy pizza


France café



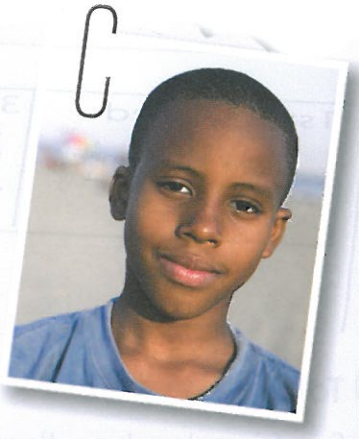
5 Special memories

1 Talk about it Do you have a special memory from when you were very young? Is it a happy, sad, proud or funny memory?

19 **2 Read**

Listen and read. Which memory do you like best? Why?

A sad memory



When I was very young, I had a teddy bear. He was called Bruno and he had only one eye. I took Bruno everywhere with me.

One summer, my family went on holiday to the beach. We could play in the sand and swim in the sea all day. My teddy bear sat on a big rock next to the water.

At the end of the day, my family left the beach, but we forgot Bruno. I couldn't sleep that night without my teddy bear. We went back to look for him the next day, but we couldn't find him. The sea must have taken Bruno away.

Dad bought me a new teddy bear, but I still think about Bruno. I miss him.



This is Bruno.

A proud memory



Last year, my grandpa had his 60th birthday.
He wanted to climb a mountain to celebrate!
He invited my family to go with him.
My mother said I was too young.
She thought I couldn't climb that far.
But I really wanted to go. I knew I could do it.

It was a high mountain and we climbed for a long time. We met lots of people on the mountain. They all asked, 'How old are you? Do you think you can make it to the top?'

When we reached the top, we all had a picnic. My grandfather was very happy. He said to me, 'I knew you could do it, Ling! I am really proud that you climbed this mountain with me'.



This is me with Grandpa at the top of the mountain.

Language detective



A memory is something that you remember. What is the opposite of remember?

Clue: Look in 'A sad memory'.

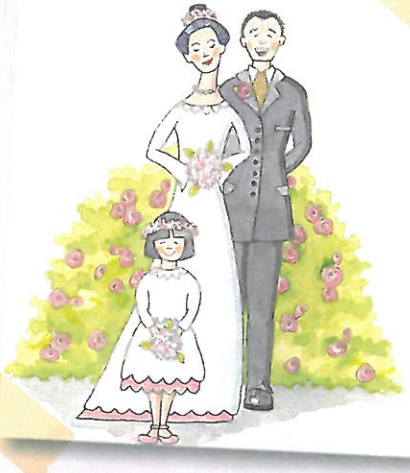
A happy memory



My aunt got married when I was four. My cousin and I were bridesmaids at her wedding. It was a big wedding with 130 guests! We wore beautiful long dresses and white shoes. After the wedding, we threw flower petals at the bride and groom, and we decorated their car with balloons. It was fun!

There was a huge wedding banquet. We ate and ate until we couldn't eat any more. After dinner, our parents said we could play. So we played hide and seek under the tables and then we danced until very late.

The bride gave each bridesmaid a special present: a silver necklace. I still have my necklace.



This is me as a bridesmaid.

3 Word study

Find the words in red. If you don't know their meaning, ask your teacher:

What does ... mean?

Draw a picture of each thing to help you remember what it means.

4 Read and talk

A sad memory

1 What was the teddy called? How did the boy feel about his teddy?
2 What did the family do when they couldn't find Bruno?
3 Have you ever lost something important to you?

A proud memory

4 Who thought that Ling couldn't climb the mountain?
Who thought that she could?

A happy memory

5 Find three things that the girl liked about the wedding.
6 Why do you think the bride gave the bridesmaids a present?

5 Write

We can use the word **and** to combine two sentences that are about the same thing.

My teddy's name is Bruno. He has only one eye.
My teddy's name is Bruno **and** he has only one eye.

Write two sentences that describe one of your toys. Then put the two sentences together with **and**.

6 Use of English

1 **Could** is the past form of **can**.
What is **couldn't** the past form of?
2 Choose one of the three memory stories.
How many sentences with **could** or **couldn't** can you find? Write them.
3 Write two things that you **couldn't** do when you were a baby.
Write two things that you **could** do.



7 Write

Draw a picture of a memory that you have. Write a title: **A** _____ **memory**
Write a few sentences about your memory.

6 Choose a project

1 Make a memories scrapbook

1 With your group, choose one of these subjects:

Family celebrations Birthdays Holidays

2 Make a scrapbook. Write the title and authors' names on the cover.

3 Each person must bring in a photo or draw a picture of their memory.

4 Each person writes two or three sentences about their picture.

This is me on my 4th birthday.

My best birthday present was a bicycle.



2 Make a pop-up birthday card

1 Make a list of people in your family. Find out the date of their birthdays.

My father 25th January

My aunt Shu Fang 31st March

Whose birthday is next?

2 Choose one of the people and make a birthday card for them. Make a 'pop up' birthday cake with paper and stick it inside the card.

3 Write who the card is **to** and who it is **from**.

Happy birthday to (their name) from (your name)

4 Choose one of these greetings:

Have a lovely day! Many happy returns!



Reflect on your learning

How do families celebrate?

1 How many different family names can you think of?
Mother, father ...

2 Can you remember two different wedding customs that you read about in the unit?

3 Talk to your partner about a celebration in your family. Who was there? What happened? Your partner must ask you two questions about the celebration.

4 When is your birthday? Ask two other people when their birthday is.



5 Choose a picture from the unit. Don't tell your partner. Describe the picture to your partner. Can your partner find which picture you were talking about?







Look what I can do!

1 I can talk about family celebrations from around the world.
2 I can name family members.
3 I can understand a poem about growing up.
4 I can read about childhood memories and write my own.

3 The desert

We're going to:

learn about desert weather

read and write about desert plants and animals

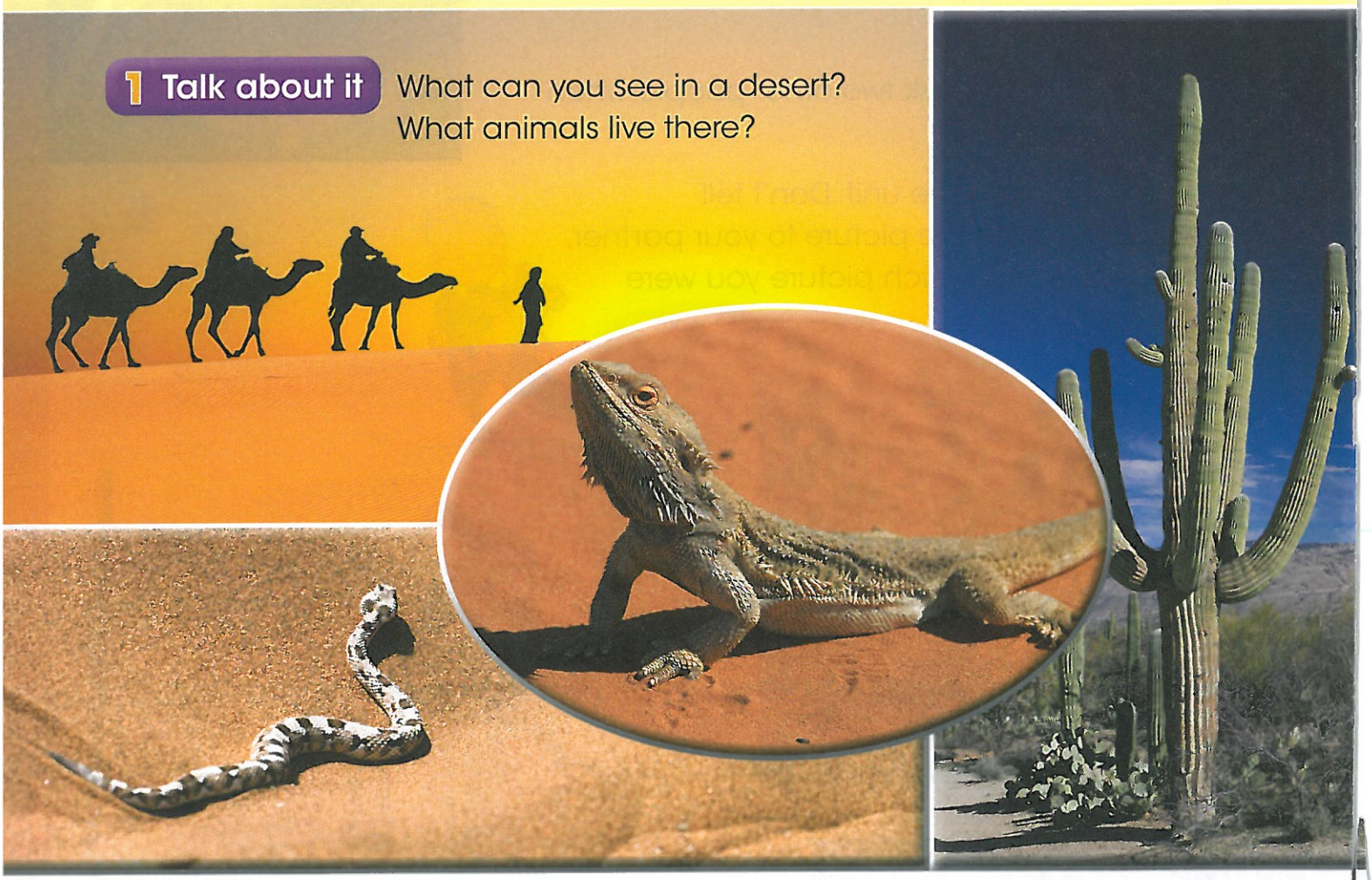
compare things that are alike and different

ask and answer questions about things that happened

read, talk about, and act out stories

1 Talk about it

What can you see in a desert?
What animals live there?



20 **2 Listen**

Choose a question. Listen for the answer. Share the information with your class.

- What is the weather like in a desert?
- What is the land like in a desert?
- What is a **cactus**?
- What do the animals do when it is hot?

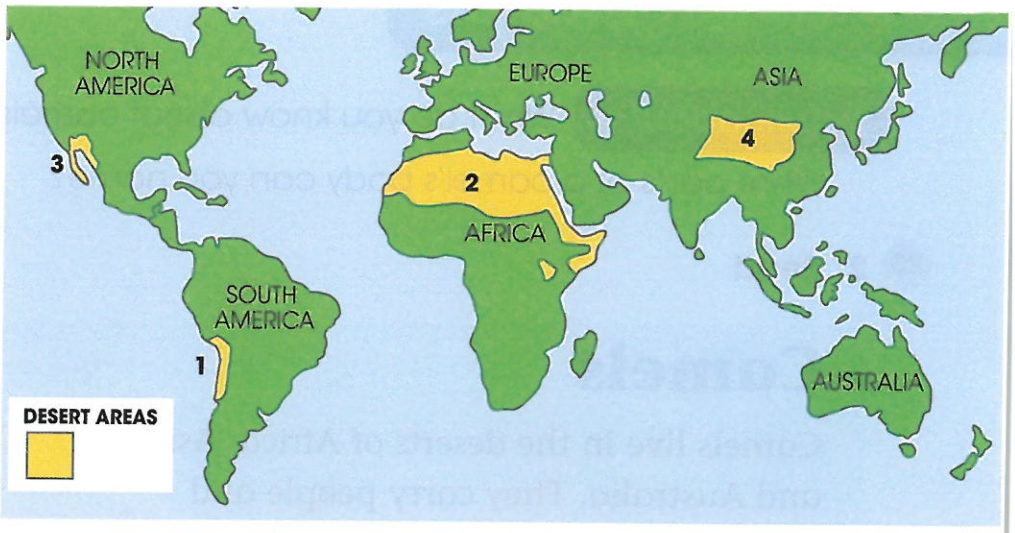
Unit 3 Lesson 1 Vocabulary: desert plants and animals; temperature; continents **Use of English:** comparatives/superlatives; quantifiers
Listen: finding answers to specific questions

3 Let's find out!

This map shows the deserts of the world. What continent do you live in? Is there a desert on that continent?

Find these deserts. Which continent are they in?

1 Atacama Desert
2 Sahara Desert
3 Sonoran Desert
4 Gobi Desert



4 Listen

1 Which desert is the **largest** desert?
2 Which desert has the **tallest** cactus?
3 Which desert is **wetter**, the Atacama Desert or the Sonoran Desert?
4 Which desert is **colder** in winter, the Gobi Desert or the Sahara Desert?

5 Use of English

Find the correct ending for each sentence.

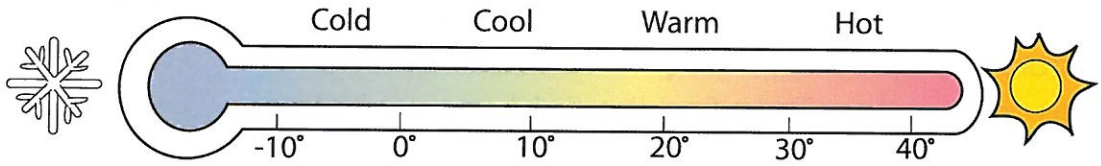
All deserts are	called 'cold deserts'.
Many deserts are	dry.
A few deserts are	hot during the day, but cold at night.

Language detective

What other words mean the same as **many**?



6 Word study



We measure temperature in **degrees**:

30° = thirty degrees -5° = minus five degrees

Listen and write the temperatures you hear. Are they hot, warm, cool or cold?

2 Desert animals

1 Talk about it What do you know about camels?

What parts of a camel's body can you name?

Language tip

 1 camel = **it**

A camel can run fast.

It can run as fast as a horse.

 More than 1 = **they**

Camels live in the desert.

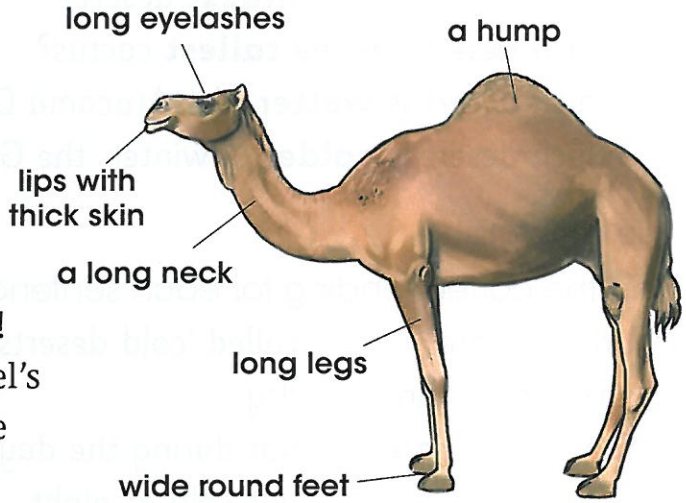
They don't need much water.

23 **2 Read**

Camels

Camels live in the deserts of Africa, Asia, and Australia. They carry people and things across the desert. Before travelling across the desert, a camel eats a lot of food and drinks a lot of water. The food is stored as fat in the hump on the camel's back.

As the camel crosses the desert, it uses the fat in its hump as food and water. A camel can live for a week or more without drinking water! At the beginning of the trip, the camel's hump is big and fat. At the end of the trip, its hump is much smaller.



3 Talk

A camel's body is built for living on the dry, hot, windy desert. Look at the picture. Ask questions: '**Why does a camel have...?**' Try to guess with your partner. Then find the right answer below.

They keep the camel's body away from the hot sand.

It helps the camel reach leaves on tall trees.

They help a camel walk on top of the sand.

They keep sand out of the camel's eyes.

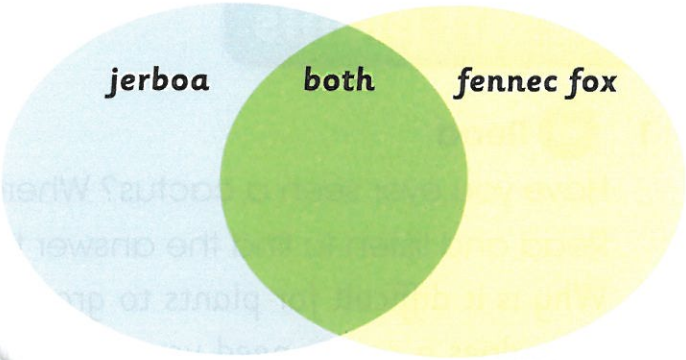
It stores fat for when there is no food or water.

They help the camel eat spiny desert plants.

Unit 3 Lesson 2 Vocabulary: features and habits of desert animals **Use of English:** *it, they* **Read:** *Camels*; fact sheets; charting similarities/differences **Write:** complete sentences

4 Read

Read about two other desert animals, the **jerboa** and the **fennec fox**. How are they alike? How are they different? Make a chart with your class.

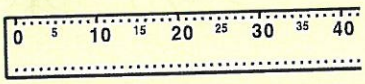




Jerboa
Sahara and Gobi Deserts (Africa and Asia)

- sleeps underground during day; closes tunnel with mud to keep out hot air
- eats leaves, roots and insects at night
- does not drink water; gets enough moisture from its food
- has long legs to keep its body away from hot sand
- hops like a kangaroo on its long back legs



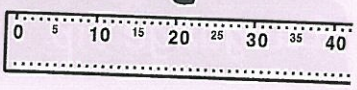




Fennec fox
Sahara Desert (Africa)

- sleeps underground during day
- eats jerboas, lizards and insects at night - large ears help it hear and catch the animals
- does not drink water; gets enough moisture from its food
- large ears help it stay cool
- thick fur under feet helps it walk on hot sand





5 Write

Choose the **jerboa** or the **fennec fox**. Answer these questions in sentences.

Where does it live?
Where does it sleep?
How does it get enough water?
How does it keep cool in the hot desert?
How big is it?
When does it sleep?
What does it eat?
How does it move in the desert?

3 Desert plants

24 1 **Read**

Have you ever seen a cactus? Where?

Read and listen to find the answer to these questions:

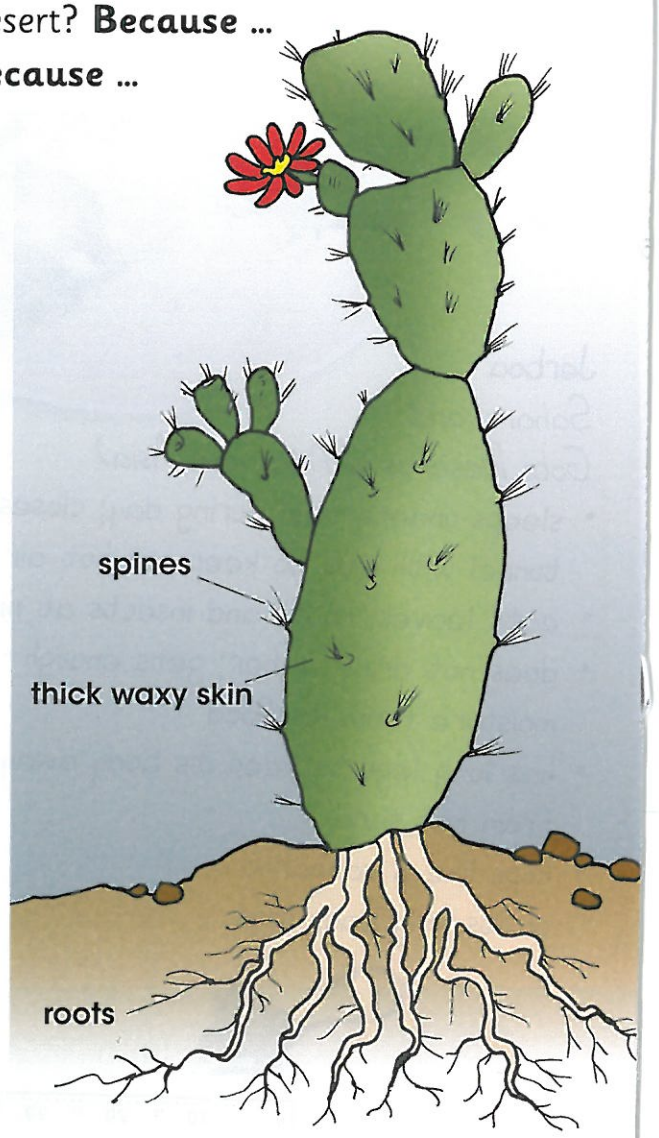
Why is it difficult for plants to grow in the desert? **Because ...**

Why does a cactus need very little water? **Because ...**

The cactus

All living things need water. It is difficult for plants to grow in the desert because the desert is very dry, but some plants do grow there. One special desert plant is a cactus. Cactus plants have thick, waxy skin and sharp spines.

Cactus plants can live with very little water. When rain falls, the roots of the cactus plant drink up the water very quickly. The water is stored inside the cactus, under the thick waxy skin. The cactus uses the water in the dry days ahead. The thick, waxy skin keeps the cactus from losing the water inside.



Language tip

The Saguaro cactus is the tallest cactus in the desert.

I think the fennec fox is the most beautiful animal in the desert.

When we compare one thing with lots of other things, we use the ____est.

For longer words, we use the most _____ .

2 Use of English

Complete the questions with the correct form of the word.
Then try to answer the questions.

Which is the biggest continent in the world? (big)

Which is the _____ desert in the world? (dry)

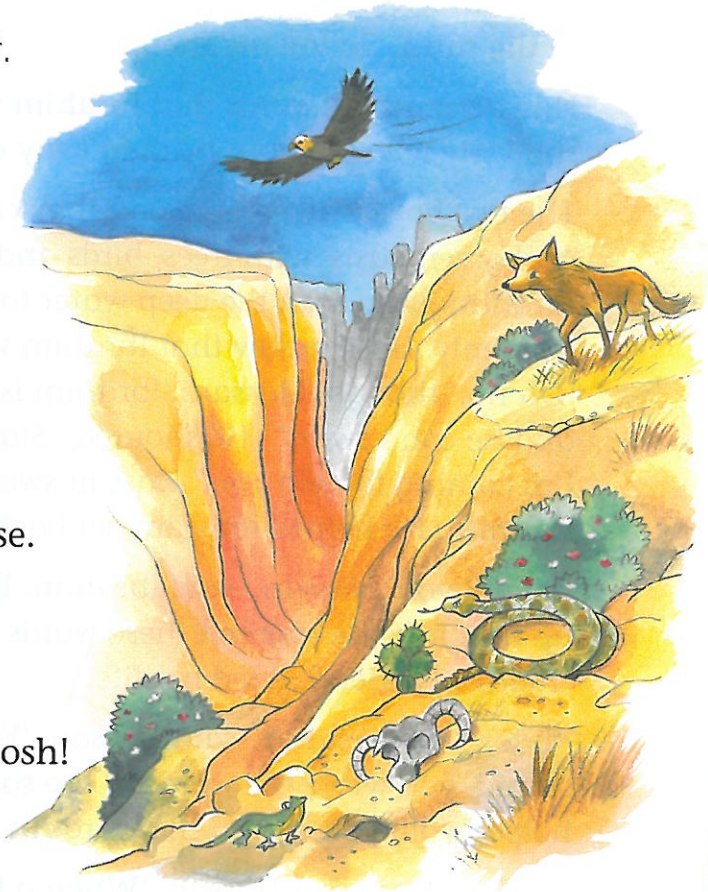
Who is the _____ child in the class? (tall)

Who is the _____ person you know? (funny)

What is the _____ fact about deserts? (interesting)

3 Read and talk

Read and listen to the poem about the desert.



Desert

Shhhhhh …
Steep canyon cliffs, spiny cactus, sand,
an endless line of blue and tan.
The desert is a place of silence.

But listen …
A scurry of feet – a lizard, a mouse,
disappears in shadow or an underground house.
The desert is a place of secrets.

Watch out!
A keen-nosed coyote trots from bush to bush.
A sharp-eyed hawk dives from a cliff top – swoosh!
The desert is a place of danger.

Look!
Splashes of red, pink and white after a brief spring shower,
Amidst dry ground and spines – a surprise of flowers!
The desert is a place of beauty.

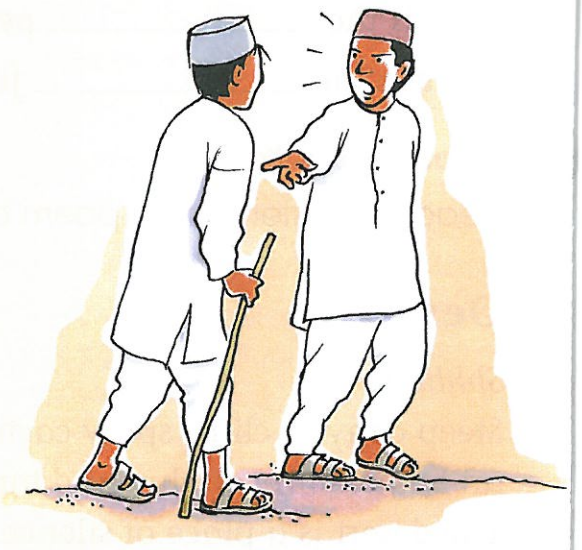
1 What animals are named in the poem? Which is the largest?
2 Which animal do you think is the most dangerous for a mouse?
3 How do you think the poet feels about the desert?

26 **1 Read** Read and listen.

Two friends



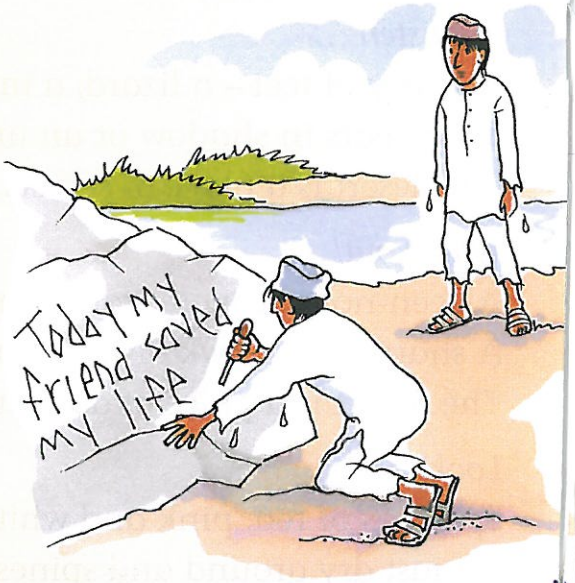
It was a hot day. Hassan and Ibrahim were walking across the desert to an **oasis**. The boys were friends, but today they were arguing. Hassan was very angry. 'Ibrahim, you are so stupid!' Hassan yelled.



Ibrahim felt hurt and upset. He stopped and wrote in the sand, 'Today my friend yelled at me.'

Hassan read the words that Ibrahim wrote in the sand. He felt sorry, but he didn't say anything.

The two boys walked on. Soon they came to the cool green oasis, with trees, birds and a waterhole. Ibrahim jumped in the deep water to cool off. Suddenly, Hassan saw that Ibrahim was in trouble. 'Oh no,' thought Hassan. 'Ibrahim is in deep water and he can't swim!' He shouted, 'Stay calm, Ibrahim. I'm coming to help you.' Hassan swam quickly to Ibrahim. He helped Ibrahim get back to the **shore**.



'Thank you, Hassan,' said Ibrahim. Ibrahim picked up his knife. He **carved** these words into a rock: 'Today my friend saved my life.'

'I don't understand,' said Hassan. 'When I called you stupid, you wrote the words in the sand. But when I helped you, you carved the words in a rock.'

Ibrahim smiled at Hassan. 'When a friend is unkind, we should write the words in the sand so the wind can blow the words away. When a friend is kind, we should carve the words in a rock so we can remember the kindness for ever.'

'You are very wise, Ibrahim', said Hassan. 'I'm sorry I was unkind. Thank you for being my friend.'

Language detective



Sometimes you can guess what a word means by looking at a picture.
What do these words mean?

oasis **shore** **carved**

2 Use of English

Find the past simple of these verbs in the story.
Write the present and past forms of the verbs.

yell – yelled

yell	jump	swim
feel	stop	help
write	see	say
read	think	carve
come	shout	smile

Language tip

To form the past simple, we often add the ending **-ed** to a verb.

walked

helped

But some verbs have an irregular past simple form.

sit – sat

write – wrote

3 Talk and write

Answer the questions.

1 Why did Hassan yell at Ibrahim?
2 How did Ibrahim feel?
3 What did Ibrahim write in the sand?
4 Where did the boys walk to?

Write four more questions. Use the question words **What?**, **Why?**, **How?** and **Where?**. Ask your partner the questions.

4 Values

If you are unkind to your friend, what should you say?
If your friend does something kind to you, what should you say?
What do you think is the most important thing for a friend to be?

funny pretty wise honest brave kind

5 Word study: Opposites

Word pairs like **kind** and **unkind** are called **opposites**. In the story, find the opposite of these words.

cold slowly whispered stupid kind

What other opposites do you know? Make a list of all the opposites pairs.

5 A Mexican folktale

1 Talk about it Do you think this text will be **fiction** or **non-fiction**?

Why do you think so?

27 **2 Read**

This story takes place in Mexico, in the Sonoran Desert. Coyote is a character in many tales from Mexico. He is always very clever. He often tricks other animals. Read to find out how Coyote tricks Rattlesnake in this story.

Language detective



We put speech marks around the words a character says. ‘ ’

Look at the punctuation marks before the second speech mark. Often we use a comma:

‘OK,’ said Mouse.

Find three other punctuation marks we can use.

Rattlesnake and mouse

It was **evening** in the desert. Mouse ran here and there looking for seeds to eat. As Mouse ran past a rock, he heard a voice.

‘Help, help!’ said the voice. ‘I am **trapped** under this rock.’

‘Is that you, Rattlesnake?’ asked Mouse.

‘Yes, it’s me,’ said Rattlesnake. ‘Please push the rock and let me out.’

‘If I let you out, you will eat me,’ said Mouse.

‘No, I won’t eat you. I promise,’ said Rattlesnake. ‘Please let me out.’

‘OK,’ said Mouse. Mouse pushed and pushed until the big rock rolled over. Out came Rattlesnake!





'Thank you, Mouse,' said Rattlesnake. 'I was under that rock for a long time, and I am very hungry! A little mouse is just what I need for dinner.'

'Wait!' said Mouse. 'You can't eat me. I've just saved your life.'

'You are a kind and fair animal, Mouse,' smiled Rattlesnake. 'But I am not. I am a **hungry** Rattlesnake and I am going to eat you.'

Just then Coyote trotted by. Mouse called out, 'Coyote, please talk to Rattlesnake. Rattlesnake was trapped under this big rock. I rolled the rock over and saved her life. Now she is going to eat me. That's so unfair!'



Coyote stopped to listen. 'What did you say, Mouse? Were you trapped under this big rock?'

'No,' said Mouse. 'Rattlesnake was trapped under that rock.'

'I'm sorry. I don't understand,' said Coyote. Did Rattlesnake push this big rock over?'

No,' shouted Mouse. 'I pushed that rock over.'

Oh, I'm so **confused**,' said Coyote. '**Explain** t again, please. Did Rattlesnake save your life?'

This is ridiculous!' said Rattlesnake. 'How can ou be so stupid, Coyote? I'll show you what appened.'

Rattlesnake slithered back into the hole by the rock. 'I was here and that big rock was on top of me,' Rattlesnake explained.

'Like this?' asked Coyote as he rolled the rock back on top of Rattlesnake.

'Yes,' said Rattlesnake. 'Now do you understand?'

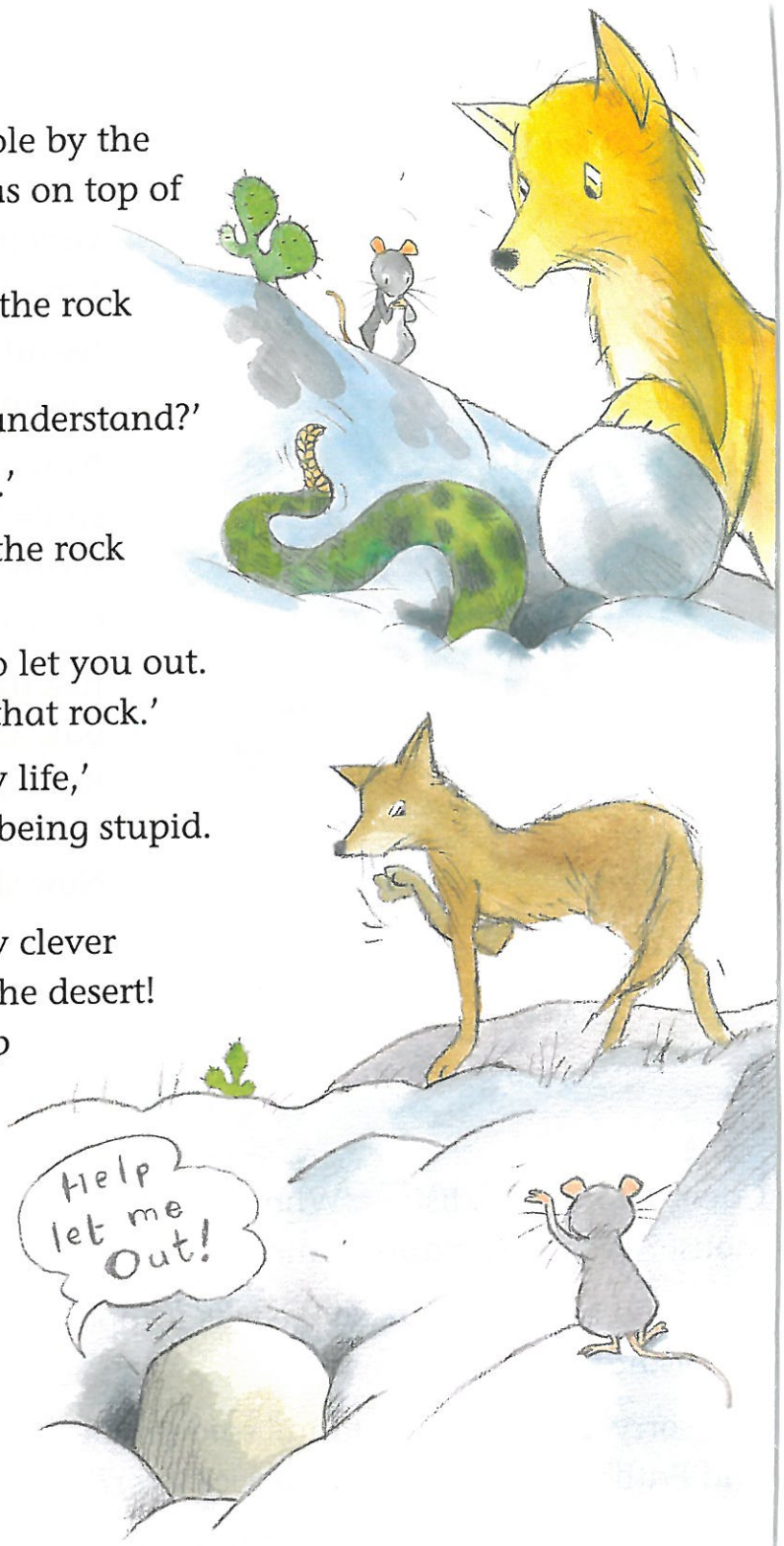
'Yes,' said Coyote. 'Now I understand.'

'Good,' said Rattlesnake. 'Now push the rock over and let me out.'

'Oh, no,' said Coyote. 'I don't want to let you out. I think it is good that you are under that rock.'

'Thank you, Coyote! You've saved my life,' laughed Mouse. 'I thought you were being stupid. But you were just pretending.'

'That's right,' said Coyote. 'I'm a very clever animal. I'm the cleverest animal in the desert! Now stay safe, Mouse, and don't help any more rattlesnakes!'



3 Talk

1 Where was Rattlesnake at the beginning of the story?
2 Where was Rattlesnake at the end of the story?
3 How did Mouse help Rattlesnake?
4 What did Rattlesnake want to do to Mouse?
5 Why did Mouse say, 'That's so unfair!'
6 How did Coyote trick Rattlesnake?

Unit 3 Lesson 5 Read: *Rattlesnake and mouse* **Use of English:** direct speech; speech marks; questions **Talk:** discussing plot and characters; acting out a play **Values:** fairness

4 Use of English

Was Rattlesnake kind?	Yes, she was. / No, she wasn't.
Was Mouse helpful?	Yes, he was. / No, he wasn't.
Did Rattlesnake eat Mouse?	Yes, she did. / No, she didn't.
Did Coyote save Mouse's life?	Yes, he did. / No, he didn't.

Make up some more questions about the story. Ask your partner.

5 Values

Discuss these questions.

1 In this story, Coyote tricked Rattlesnake. Do you think this was fair or unfair?
2 Do you think Coyote should go back and let Rattlesnake out?
3 Have you ever tricked an animal or a person? Why did you do it?
4 Has anyone ever tricked you? How did you feel?

6 Word study

These **blue** words are in the story. Match the sentences with the same meaning.

1 It was **evening**.	a Rattlesnake can't get out.
2 Rattlesnake is **trapped**.	b I don't understand.
3 Rattlesnake is **hungry**.	c It was the end of the day.
4 I am **confused**.	d Tell me what happened.
5 **Explain** what happened.	e Rattlesnake wants to eat. She needs some food.

7 Talk

Who said these words? Act out the words.

'Help! I'm trapped under this rock.'
'You can't eat me. I've just saved your life.'
'I'm so confused. Did Rattlesnake save your life?'
'How can you be so stupid, Coyote?'
'That's right. I am a very clever animal.'



8 Let's do it!

Act out the story.

9 Write

Who was your favourite character in the story?
Why did you like that character best?

6 Choose a project

1 Make a desert mural

1 Choose a desert. What continent is your desert on?

2 Do some research:
Is your desert sandy or rocky?
Are there mountains or canyons?
What plants and animals live in your desert?



3 Draw a picture of your desert on a large piece of paper.

4 Draw and label the plants and animals that live there.

5 Write some amazing facts about the plants and animals.

6 Tell the class about your desert mural.

2 Chart the weather

1 Make a weather chart for five days. Record the weather where you live or in another place.

2 Each day, draw a picture to show the weather. Measure the temperature with a thermometer. Say if it is hot, warm, cool or cold.

3 To find out the weather in a different place, look at a weather website.

4 After five days, answer these questions:
- What was the highest and lowest temperature?
- How many days did it rain?

Monday	Tuesday	Wednesday	Thursday	Friday
				
30 °C	23 °C	18 °C	26 °C	11 °C
hot	warm	warm	hot	cool

Reflect on your learning

Why are deserts special?

1 What is the weather like in a desert? How are days and nights different?

2 Look at the fact cards about the jerboa and the fennec fox on page 37. Talk with your partner about ways that these two desert animals are the same.





3 Write two questions about the story, *Rattlesnake and mouse*. Write the answers to your questions.

4 Think of an interesting thing you learned in this unit. Write one or two sentences about it.

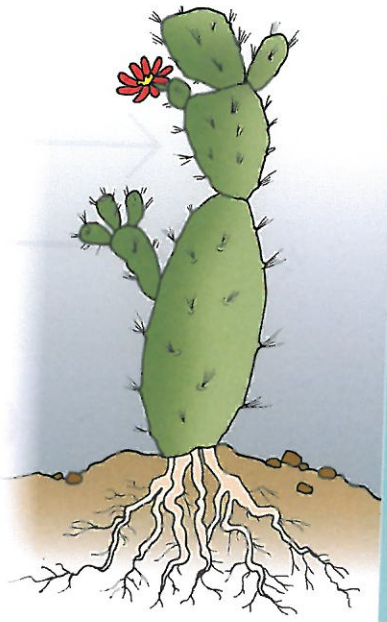
5 Think about the activities in this unit. Answer these questions:

What picture did you like best?

Which activity did you like best?







Look what I can do!

1 I can talk about desert weather.
2 I can talk and write about desert plants and animals.
3 I can compare things that are alike and different.
4 I can ask and answer questions about things that happened.
5 I can read, talk about and act out a story.

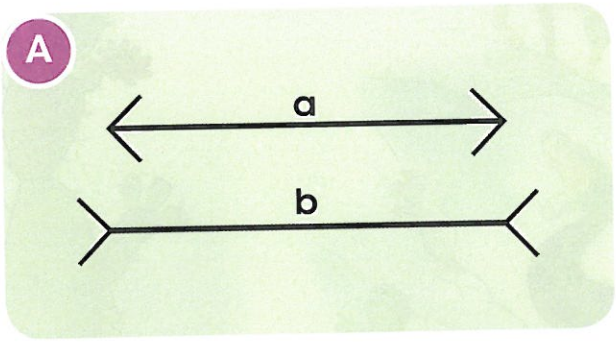
4 Look again

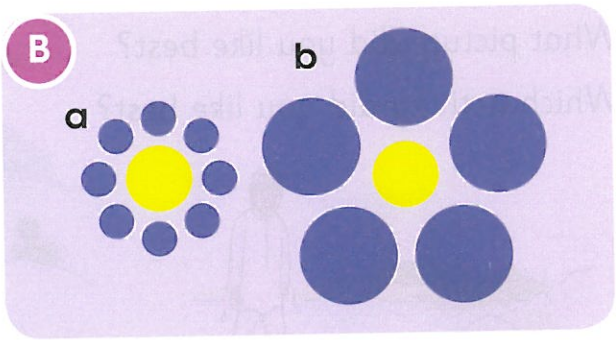
We're going to:

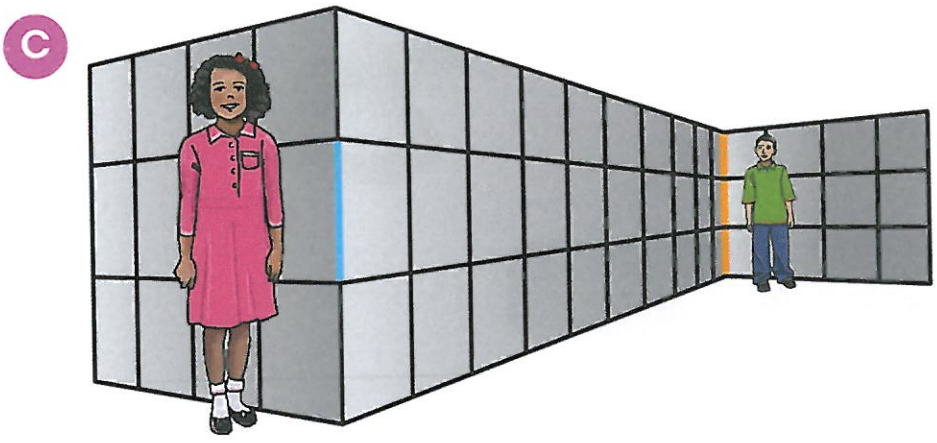
read about optical illusions
do experiments and discuss the results
compare and describe things
talk about where things are
learn about animal camouflage

1 Talk about it

The pictures on these pages trick our eyes. They are called optical illusions. Follow the instructions. Then talk about what you find out.







A Which line is longer, **a** or **b**? Measure the lines to check.

B Look at the yellow circle in the middle of each flower. Which yellow circle is bigger, **a** or **b**? Measure the circles to check.

C Look at the blue line and the orange line on the wall. Which line is longer? Is it really longer, or is it an optical illusion? Measure to find out.

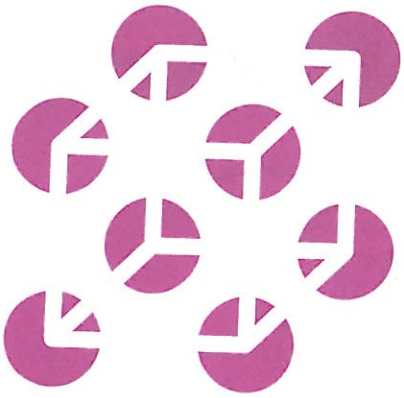
2 Word study

Listen to each definition and point to the matching shape.

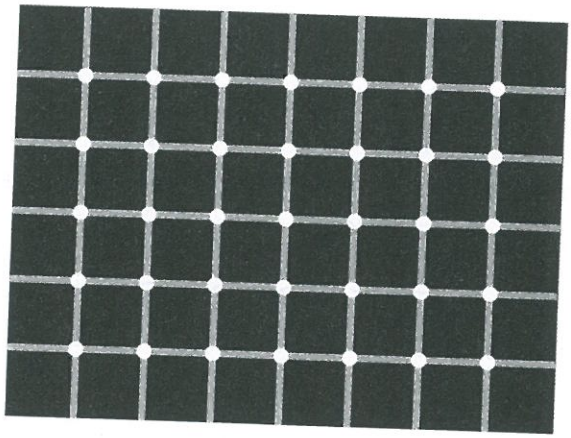
square circle triangle rectangle cube

3 Let's find out!

Look at the pictures. Read the questions. Then say what you find out.



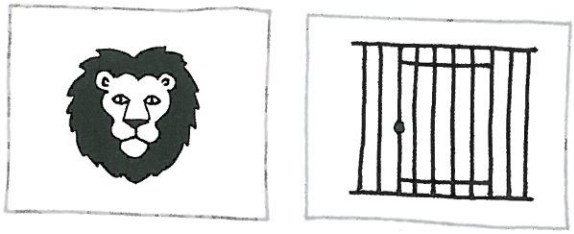
What shape can you see in this picture? Is it really there?



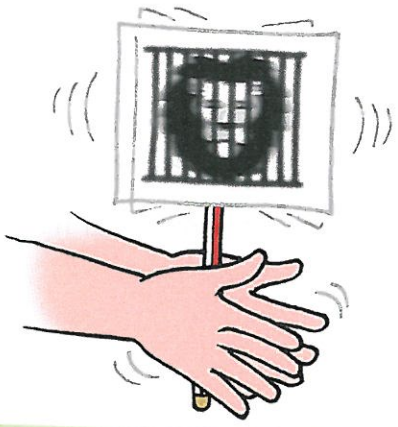
Look at the little white circles.
Can you see black dots too?
Can you count them?
Do you think the black dots are real or are they an optical illusion?

4 Let's make it!

You need a long pencil, two pieces of paper, and some sticky tape. Draw two pictures the same size, one on each piece of paper, like this:



Tape the pictures back-to-back at the top of the pencil. Twirl the pencil between your hands. What do you see? Why do you think that happens?



2 That's impossible!

1 Talk about it

If something is **impossible**, it can't happen.

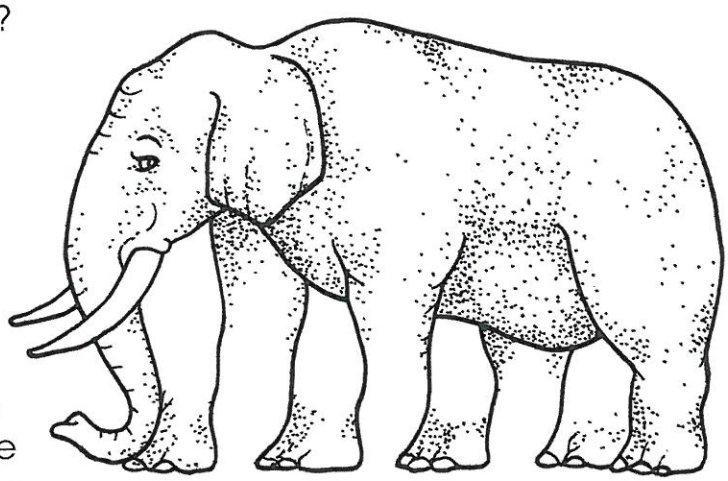
Things that are **impossible** are not real.

Think of some impossible things.
For example, a horse that can fly.



2 Read

Look at this picture of an elephant.
Can you count how many legs it has?
It's difficult, isn't it?

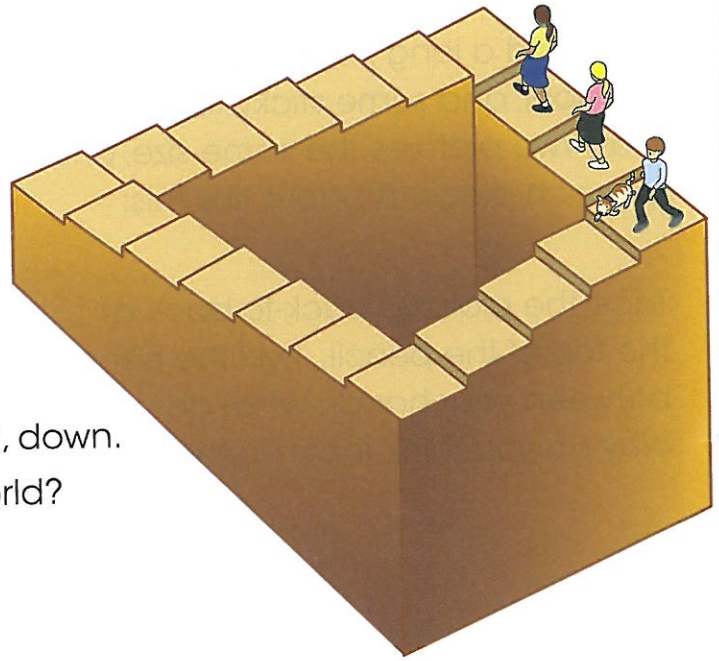


To make it easier, use a piece of paper to cover the elephant's feet.
How many legs can you see?

Now cover the elephant's body.
How many legs can you see now?

Now look at the whole picture again.
The top and the bottom of the picture don't match. It is an impossible picture, but our eyes want it to be possible!

3 Talk



Who is going up the stairs?

Who is going down the stairs?

Use your finger. Pretend to climb these stairs. Go up, up, up.

Now turn around and go down, down, down.

Are these stairs possible in the real world?

4 Word study

The words below begin with the prefixes ***un-*** and ***im-***.
Both these prefixes can mean 'not'.

A **kind** person helps other people.
An **unkind** person hurts other people's feelings.

Look at the pictures. Which person is **unkind**?





A **tidy** person likes things to be neat and clean.
An **untidy** person leaves things in a mess!

Look at the pictures. Which person is **untidy**?

You are waiting for a bus. A **patient** person waits quietly and feels calm.
An **impatient** person doesn't like waiting and feels angry.

Look at the pictures. Which person is **impatient**?





You are walking and you bump into an old lady. A **polite** person says, 'Sorry!' An **impolite** person doesn't say anything.

Look at the second picture. Is the girl **polite** or **impolite**?

Let's do it!

With your partner, choose one of the scenes above and act it out.
The class will guess which words you are acting.

Write

Write sentences about you. Use an adjective from above.
Use: always usually sometimes never

I'm **usually** patient. I'm **sometimes** impatient.

3 Very strange!

30 **1 Let's find out!** We see with two eyes.

Does your left eye see the same thing as your right eye? To find out, try these experiments.

The jumping finger

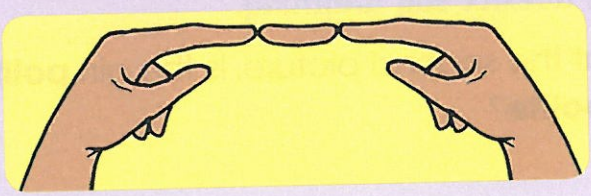


1 Hold up a finger and close your left eye.
2 Move your finger so that it covers something on the wall or outside.
3 Now keep your finger still. Close your right eye and open your left eye.
Is your finger still covering the same thing?
4 Close your left eye and open your right eye again. What happens?

The floating finger

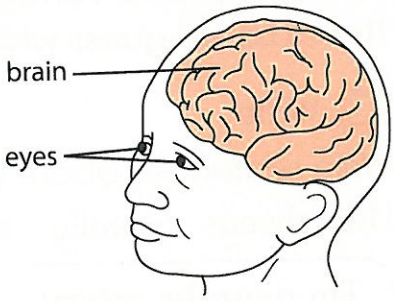


1 Find a wall to look at.
2 Point two fingers at each other. Hold your hands in front of your face.
3 Stare at the wall. Can you see a tiny finger floating between your two fingertips?



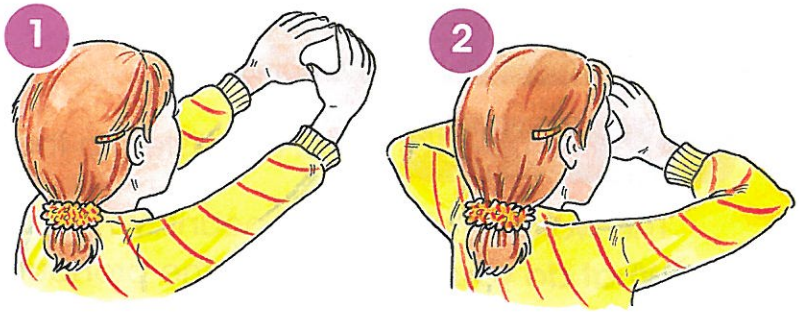
Tell me why!

When we look at something, each eye sees it a little differently. Usually our brain brings the pictures from our two eyes together and makes one perfect picture. But sometimes our brain gets confused!



Unit 4 Lesson 3 Use of English: prepositions **Listen:** following instructions **Read:** optical illusions **Talk:** discussing experiment results **Write:** describing location

2 Listen



Most people have a stronger hand: are you right-handed or left-handed? Did you know that most people have a stronger eye too?

Listen and try this experiment.

Which eye was stronger for most students in your class – the left eye or the right eye?

3 Use of English

Prepositions can describe where things are.

on under next to between near in front of behind

They're between the trees.

The musicians!

Choose a thing or a person in the picture. Say where the thing or person is. Your partner must guess what or who it is.



4 Write

Write five sentences describing where students in your class are sitting. Use different prepositions.

Ibrahim is sitting behind Yusuf.

4 Hidden pictures

32 **1 Use of English** Read and listen to the conversations.

The words in red are pronouns. Why do we use pronouns?
What do you notice about the pronoun **them**?

I can see **a girl**. 	I can see **her** too.
I can see **a boy**. 	I can see **him** too.
I can see **a bird**. 	I can see **it** too.
I can see **two girls**. 	I can see **them** too.
I can see **some boys**. 	I can see **them** too.
I can see **a lot of birds**. 	I can see **them** too.

Play a game. Say something (or someone) that you can see.
Your partner must answer, 'I can see .... too.'
Make sure your partner says the correct pronoun!





2 Talk

The pictures below are 'two-in-one' pictures. You can see each picture in two different ways. Try it!

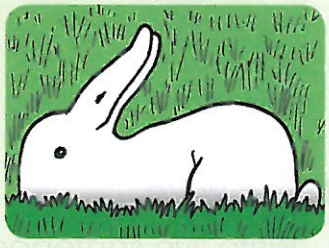
A vase or two faces?



A musician or a pretty girl?



A rabbit or a duck?



Ask your partner what he/she can see. Which picture did you see first?

3 Talk

Read the descriptions and find each face in the tree picture below.
When you find a face (or faces), say:
I've found **her** OR **him** OR **them**!

Find ...
a woman without glasses
two women with glasses
a man with glasses
a smiling man
a man with a moustache
a man with a beard
three men with hats



4 Write

The painting below by is by Oleg Shuplyak. You can see two different pictures in it. Write what you see.

In one picture I can see ...
In the other picture I can see ...



Writing tip

When you write a list, put **a comma ,** between the things. You don't need a comma before the word **and**.

I ate some bread, some cheese, an egg and a pear.

5 Animal camouflage

1 Talk about it Look at the painting. Is it easy to see the animals? Why not?

33 **2** Read

Hidden animals



This painting by Bev Doolittle is called 'Pintos'. A *pinto* is a name for a horse with a special colouring – white with brown spots or blotches. How many pinto horses can you find hidden, or *camouflaged*, in this setting of brown rocks and white snow?

Animals use camouflage to **hide** and stay safe. Camouflage means that the colours and patterns on an animal's body are the same as the colours and patterns of the place where the animal is hiding. If the camouflaged animal does not move, it is **hard** to for other animals to see it.

Don't eat me!

What animals are hiding in these photos?

Camouflage is a good way for a small animal to hide from the larger animals that want to eat it. Birds like to eat bugs, butterflies, frogs and snakes. Snakes like to eat mice, frogs, and birds' eggs.



A yellow flower is a good place for a yellow butterfly to hide.



The stick insect is good at camouflage. Its body is the colour of **bark** – brown and green.

Its long body, legs and antennae **blend** in perfectly with tiny branches and leaves.

Looking for a meal

Animals which eat other animals also use camouflage. A tiger is the largest wild cat in the world. It has orange **fur** and black stripes. When a tiger creeps silently through tall grass, it is very hard to see. The tiger's stripes are good camouflage. They blend in with the tall grass. When the tiger sees a deer or other tasty animal, it jumps out of the grass and catches its **meal** by surprise.





Changing colours

Some animals change the colour of their fur in winter. Why do you think they do that? During the warm months, an Arctic fox has brown fur. Its brown colour matches the brown soil and grasses of the Arctic land where the fox lives. In winter, the Arctic land is covered with snow. When the cold weather begins, the Arctic fox grows a coat of white fur. This camouflage helps the Arctic fox hide from hungry polar bears and wolves!

3 Word study

Look for the **blue** words in the story. Read the sentences aloud.

Then match each word with its definition.

hide	**a** mix two things together so they become one thing
hard	**b** the hair that covers an animal
bark	**c** be in a place where nobody can see you
blend	**d** the outside part of a tree or branch
meal	**e** difficult, not easy
fur	**f** food, for example dinner or a lunch

4 Write

Write the answers to these questions.

1 How do animals use camouflage?
2 Where is a good place for a yellow butterfly to hide?
3 What animal eats butterflies?
4 Is a stick insect good at camouflage? Explain how.
5 Why does a tiger need camouflage?
6 What colour is an Arctic fox in summer, and in winter?

34 5 Pronunciation

Words with the letters **ar** are said differently by speakers of British and American English. Listen to the sentence on the audio and repeat!

British English: The **Ar**ctic dogs b**ar**k in the d**ar**k night.

American English: The **Ar**ctic dogs b**ar**k in the d**ar**k night.

Language detective



Some English words are spelled differently in British English and American English.

Can you see the differences here?



British English: This is the col**ou**r gr**e**y.

American English: This is the col**o**r gr**a**y.

Look at the poem on the next page. Do you think the poet speaks British English or American English?

5 6 Read and listen

Look at the camouflage picture. Can you find an animal hiding?
Listen to the poem. Can you fill in the last word?

Grayish, Greenish

Grayish, greenish, blackish tree
The colors you see are the colors of me.

Grayish, greenish, blackish bark
I'm bumpy and blotchy, part light and part dark.



Grayish, greenish — what do I hear?
A sound in the branches that's coming too near!

Grayish, greenish, blackish — YIKES!
What if he saw me — what if he strikes?

Grayish, greenish — what do I feel?
OH NO! HE HAS FOUND ME, I'LL SOON BE HIS …

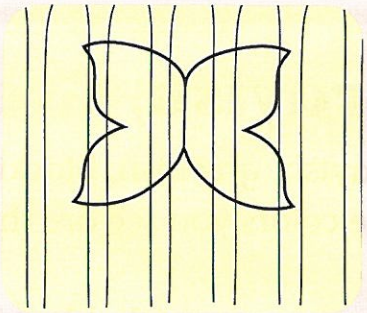
David M. Schwartz and Yael Schy

7 Talk

1 Who is speaking in this poem? Who is **me** in *'The colors you see are the colors of* ***me****.'*?
2 Can you find something in the classroom that is grayish greenish? greenish blueish? brownish?
3 Who is the animal hiding from? Who do you think **he** is in *'What if* ***he*** *saw me – what if* ***he*** *strikes'*? **a** a snake **b** a bird **c** a fox
4 What happens to the frog at the end of the poem?
5 The poets did not write the last word of the poem. They let the reader fill in the word. What is the last word of the poem?
6 What rhyming words are there in the poem?

6 Choose a project

1 Make a camouflage frog or butterfly



1 Cut out a frog or butterfly shape.

2 Choose a place where your animal can hide. Colour your frog or butterfly with colours and patterns that blend in with its hiding place.

3 Hide your frogs and butterflies while your classmates close their eyes. How many can they find in three minutes?

4 Then write about what you did, like this:

I made a camouflage frog.
I cut out a frog shape ...

2 Write an animal camouflage poem

Write a poem in the voice of a camouflaged animal, as in *Grayish, Greenish*. Your poem doesn't need to rhyme. Draw a picture.

Think about these questions as you write your poem:

What animal are you? What do you look like? Where are you hiding?

Are you trying to keep safe or are you hunting for a meal?

What happens at the end of your poem?

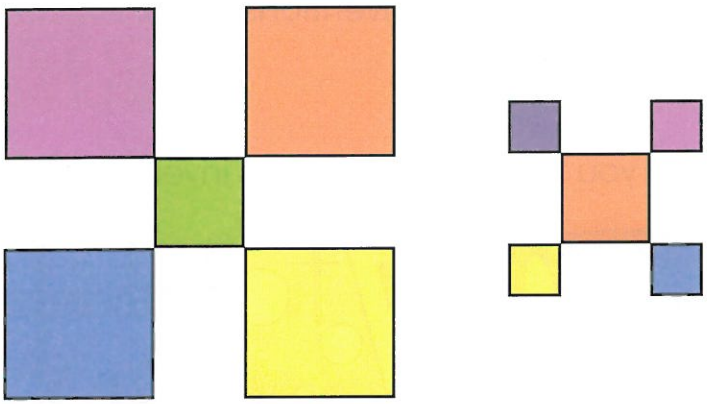
I look like a stick.
I'm the colour of bark.
I sit very still on this tree.

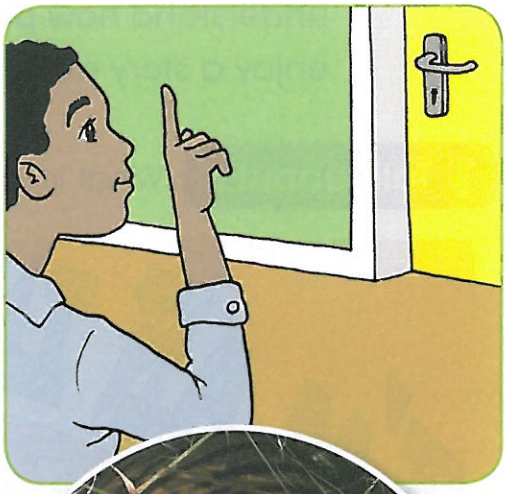
Reflect on your learning

How can our eyes trick us?

1 Look at Lesson 1. What is an optical illusion?

2 Look at the square in the centre of these two pictures. Which square looks bigger? Is that square really bigger or is it an optical illusion?







3 What is an impossible picture? Look at Lesson 2. Which impossible picture do you like best?

4 Make up a sentence using each preposition:

near between behind

5 Think of an interesting thing you learned in this unit. Write one or two sentences about it

L👀k what I can do!

1 I know what optical illusions are.
2 I can do experiments and discuss the results.
3 I can compare and describe things.
4 I can talk about where things are.
5 I can talk about animal camouflage.

5 Inventors and inventions

We're going to:

read about inventors and inventions
talk about some everyday inventions
understand how problems can be solved with inventions
enjoy a story about imaginary inventions

1 Talk about it

What is an inventor? Do you know some famous inventions?



36 2 Listen

These children are on a TV show for young inventors. What three things have they invented? Do you think these inventions are real?

Unit 5 Lesson 1 Vocabulary: word families **Listen:** main ideas **Talk:** expressing opinions **Write:** describing an original invention; *be called* + noun; sentence punctuation

3 Over to you

Which do you think is the best invention? Which is the worst invention?
Talk about each invention.

I think it's ...

a good idea a bad idea useful silly fun

4 Word study

An **inventor** is a person who **invents inventions**!

Complete the sentences. Which picture goes with which sentence?

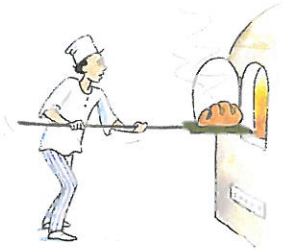
1 A **painter** is a person who _____ a **painting**.
2 A _____ is a person who studies **Science**.
3 A **musician** is a person who plays _____ .
4 A _____ is a person who **bakes** bread.
5 A **discoverer** is a person who _____ new things.
6 A _____ is a person who **plays football**.









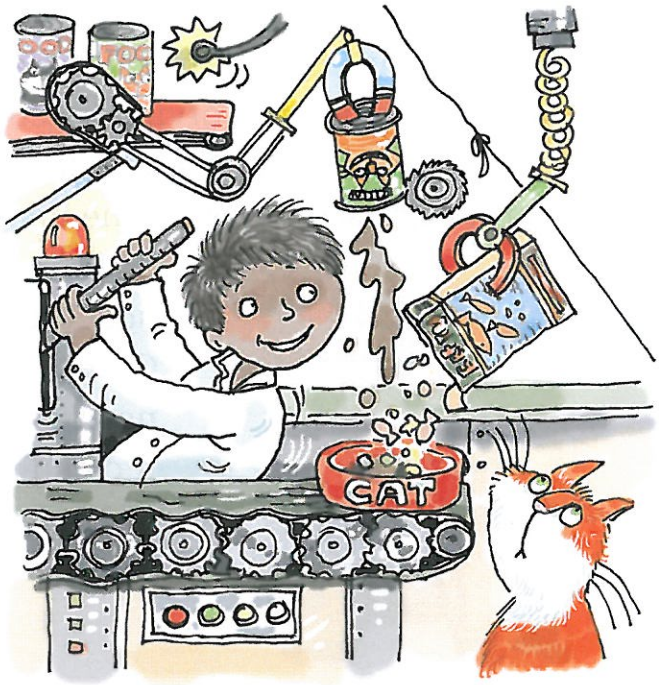




5 Talk and write

Think of something you would like to invent.
What does it do? Draw a picture of it.
Write about it. What is it called?

My invention is ... It is called ...



Writing tip

Remember to use a capital letter at the beginning of a sentence.

At the end of each sentence, use a full stop . or an exclamation mark !

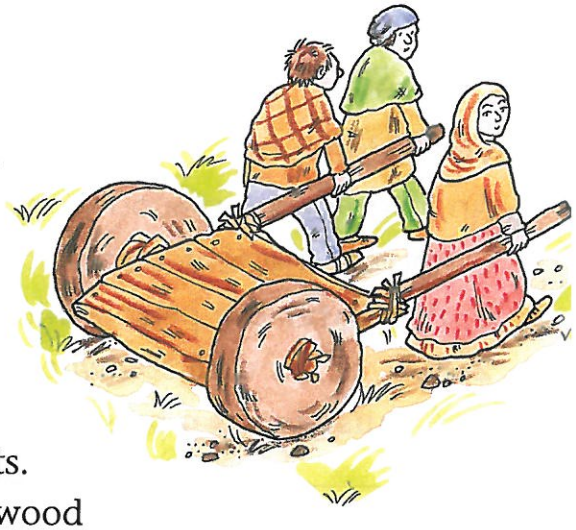
2 A history of inventions

1 Talk about it Look around the room.

What things were invented by an inventor?

37 **2 Read**

Listen and read about four important inventions.



The wheel

One of the most important inventions is the wheel. It was invented more than 5,000 years ago.

The wheel made it much easier to carry heavy things. People could push or pull simple carts. For thousands of years, most wheels were made of wood or stone. Then about 170 years ago, the tyre was invented. It was made of rubber, filled with air. Travelling on wheels was much more comfortable after that.

How many different kinds of wheels can you think of?







Printed books

Long ago, people used to write all books by hand.

The ancient Chinese invented a way to copy texts more quickly by carving letters into a wooden block. They put ink on the wooden block. Then they pressed paper on the ink.





Then, over 500 years ago, a German called Gutenberg invented a new kind of printing press. It could print pages much more quickly.

Look around you. How many things can you see that are printed?



The television

Television was invented nearly 100 years ago. But not many people had a television in their home until after 1950. The earliest TV pictures were only in black and white.

The telephone

The telephone was invented in 1876. The name 'telephone' comes from two Greek words which mean 'far' and 'voice'. Do you think this is a good name?

The first mobile phone was invented in about 1980. Ask your family if they can remember when there were no mobile phones!



3 Read and talk

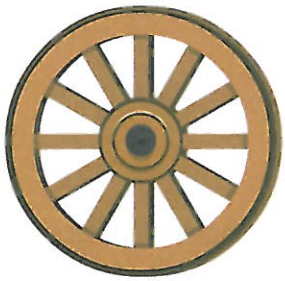
Write these inventions in order of when they were invented. Start with the one that was invented first.



television



Gutenberg printing press



wheel



mobile phone



tyre

4 Use of English

We can say **used to** to talk about how things have changed.

People **used to** write books by hand.

Talk about how things were different before each invention.

Answer the questions with **used to**.

In the evenings, before TV, what did families use to do?

Before the telephone, how did people send messages?

3 Problems and solutions

1 Read People invent things because they want to solve a problem.

Read about three more inventions. Which of these inventions have you seen? Where?

Problem	Solution
1 Robert Plath was an airline pilot in the United States. He had to carry heavy suitcases around very big airports. He hated it!	1 In 1987, he invented a small suitcase on wheels. Now everybody can buy one!
2 Fishermen sometimes used to fall out of their boats and drown in stormy weather.	2 In 1928, Peter Markus invented a new life jacket. It was made of rubber and filled with air. It saved many lives. Now all boats and planes carry life jackets.
3 A hundred years ago, there were lots of cars on the city roads. There used to be lots of accidents when two roads crossed.	3 In 1923, an American called Garrett Morgan invented the traffic signal. It told drivers when to stop and when to go. Today we have traffic lights on many roads.







Language tip

We say years before the year 2000 like this:

1986 Nineteen eighty six

We say years after the year 2000 like this:

2008 Two thousand and eight

2013 Two thousand and thirteen OR Twenty thirteen

Which year were you born in?

Unit 5 Lesson 3 Use of English: saying dates: 1986, 2008; *have to* **Read:** problems and solutions **Talk:** recalling information; discussing obligations **Write:** an invention that solves a problem

2 Use of English

When was each invention invented? Who was the inventor?
Which thing was invented first? Which was next?

3 Talk

Talk to your partner about one of the three problems.
Can your partner remember the solution, without looking?

4 Talk

Which of these things do you have to do at home?
Think of three more things that you have to do.

- I have to brush my hair every day. ☐
- I have to brush my teeth. ☐
- I have to lay the table before we eat. ☐
- I have to put my dirty clothes in a laundry basket. ☐
- I have to do my homework. ☐
- I have to practise a musical instrument. ☐

Language tip

We use **have to** to talk about rules and things that other people make us do.

STOP You have to stop.

5 Write

Choose one of the things. in Activity 4. Think of an invention to make it easier or more fun! It can be silly or serious. Write about it.

My invention

I will invent a laundry basket with long arms!
It will pick up all my clothes.



4 Carrying things

1 Talk about it Look at the poem and read the title.

Why do you think the poem is such an unusual shape?

39 **2 Read**

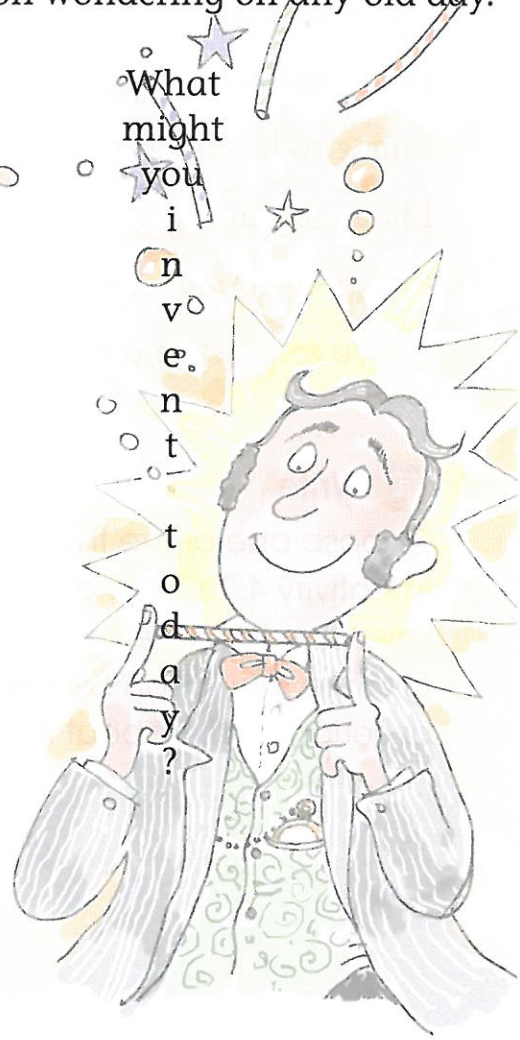
Read and listen to the poem.

The straw – 1888



A simple sipping instrument
s
p
r
u
n
g
f
r
o
m
Marvin Stone's
i
m
a
g
ina
t
i
o
n
.
Paper strips wound round his pencil,
glued together – **poof**! A new invention.
Eventually sealed with wax, preventing leaks,
swilling spirals leading lemonade to puckered lips.

Castle building, dreaming, pure play,
one person wondering on any old day.
What
might
you
i
n
v
e
n
t
t
o
d
a
y
?



Drew Lamm

3 Read

Who invented the straw? When? How did he invent his first straw?

4 Word study

Do you prefer to drink lemonade through a straw or from the glass?

A glass is a kind of **container**. A container is a thing that you put other things inside.

Match each container with its picture. Then say two things that you could put inside each container.

a suitcase

a paper bag

a backpack

a cup

a glass

a pencil case

a purse

a lunch box

a wardrobe

a cupboard

a car boot

a bin



Which is the biggest container?

Which is the smallest container?

Which ones do you have in your house?

4 Let's make it!

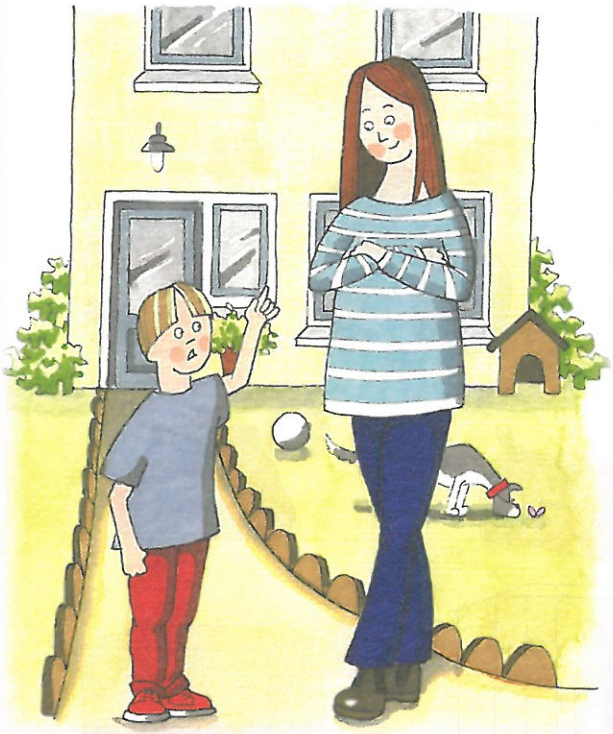
Make your own paper bag! What will you keep inside it?

5 If I built a house

1 Talk about it Look at the pictures. Would you like to live in this house? Why or why not?

40 **2 Read**

Listen and read.



Jack's dream home

Extracts from *If I Built a House* by Chris Van Dusen

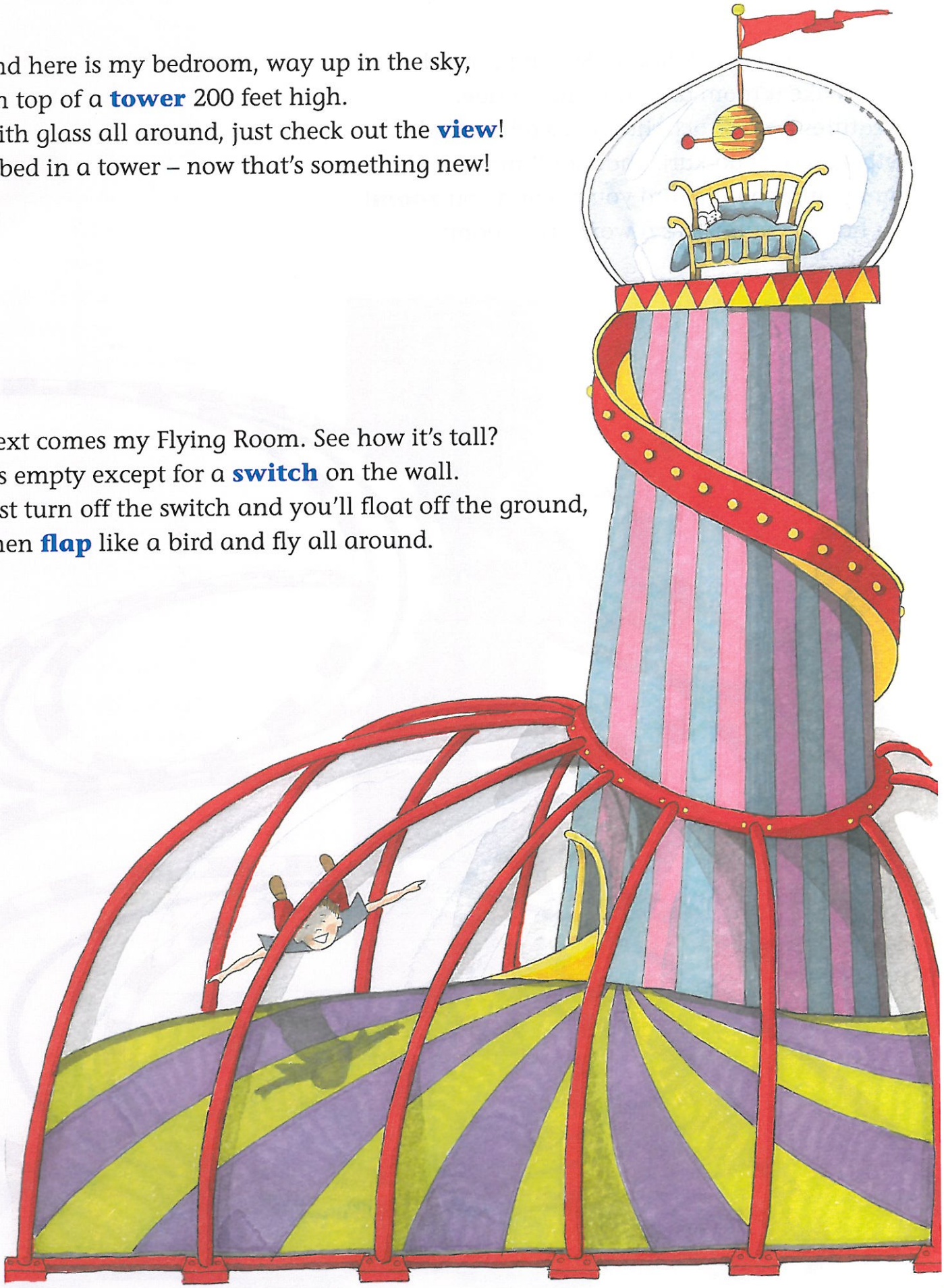
Jack, in the backyard, said to his mother.
This house is OK, but it's like any other.
It's boxy and **boring** and basically bland.
It's nothing at all like the house I have planned.

We'll start with the basics, right off the bat.
Check out my all-in one Kitchen-o-Mat!
You don't have to cook and you
don't have to clean.
It's done by a **space-age**
robotic machine.
It makes all the meals
and the food is deeelish.
Then it washes and puts
away every last dish.



And here is my bedroom, way up in the sky,
On top of a **tower** 200 feet high.
With glass all around, just check out the **view**!
A bed in a tower – now that's something new!

Next comes my Flying Room. See how it's tall?
It's empty except for a **switch** on the wall.
Just turn off the switch and you'll float off the ground,
Then **flap** like a bird and fly all around.



This is my Racetrack Room. Step right inside.
It's less like a room and more like a ride.
It features a racetrack that loops all around
With superfast go-karts that don't make a sound.
You fly and you flip and you zip and you **zoom**!
You have to admit, it's a wonderful room!



3 Read and talk

1 What does Jack think of the house where he lives with his mother? How can you tell?
2 What has he invented for the kitchen? What does it do?
3 How is the bedroom unusual?
4 What happens if you press the switch in the Flying Room?
5 What can you do in the Racetrack Room?
6 Which room do you like best?

Language detective



'... the food is deeelish.'

Deeelish is not a real word. What do you think it means? What real word does it sound like?

4 Word study

Find the words in **blue**. Match them with their meaning.

boring	what you can see
space-age	not interesting
tower	move your arms or wings up and down
view	move very quickly
switch	something you press to make a machine work
flap	very modern
zoom	a very tall building

5 Word study

Find the pairs of rhyming words in the poem. Write and say them.

mother – other
bland – planned

6 Talk and write

What do you think the other rooms in Jack's house are like, for example the living room and the bathroom?

6 Choose a project

1 Make a book of inventions

1 Work with a group. Each person chooses an invention.

2 Try to find out and write the answer to these questions:

What is the invention?

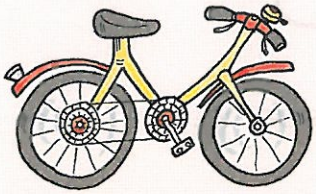
Who invented it?

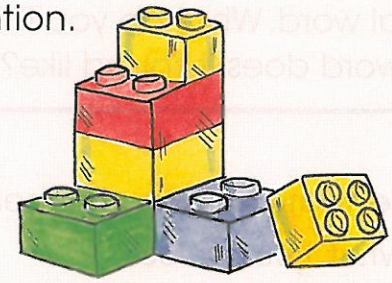
When did they invent it?

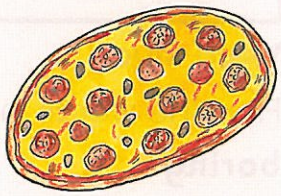
Write one interesting fact about the invention.

3 Draw a picture of the invention.









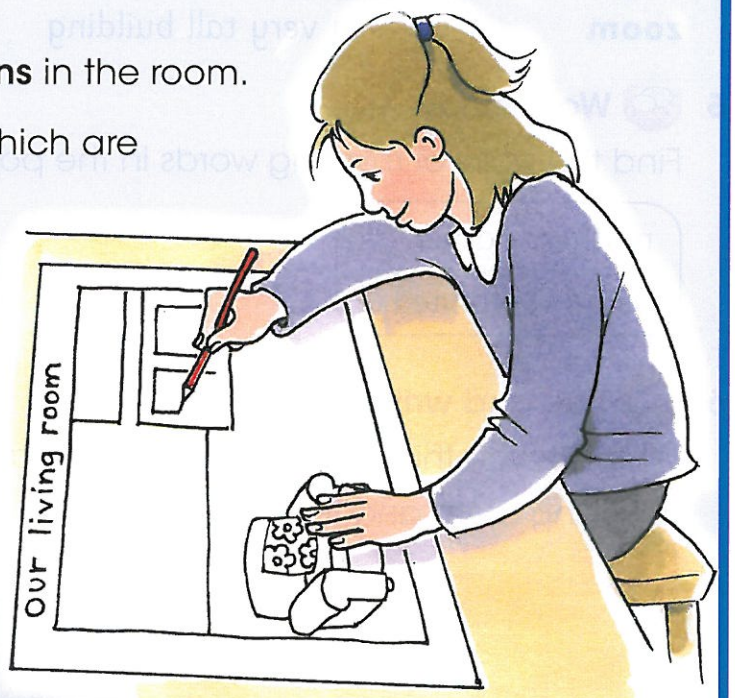
2 Draw and label a room

1 Choose a room in your house. Draw the room and the things inside it.

2 Draw and label three **inventions** in the room.

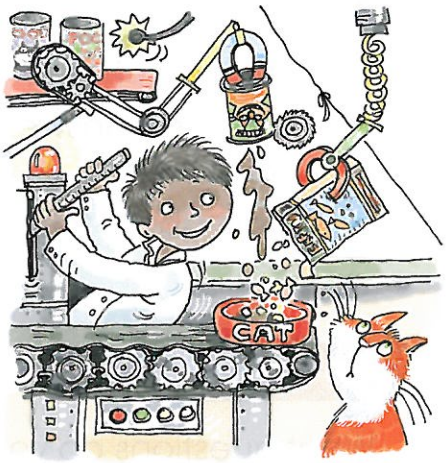
3 Draw and label three things which are **containers**.

4 Under the picture, make a list of the containers. Write what is inside each of them.



Reflect on your learning

What do inventors do?



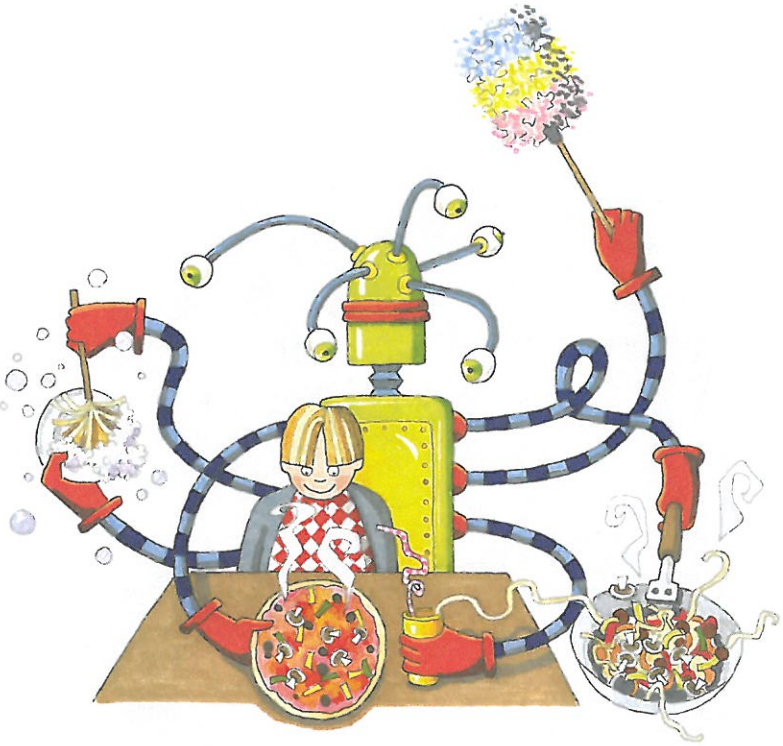
1 How many real inventions can you name? Write a list with your partner.

2 Re-read the story on pages 70–72. Write three questions about the story. See if your classmates can answer your questions.

3 Say three things you have to do at school. Say three things you have to do at home.

4 What were the two most interesting things you learned in this unit?





L👀k what I can do!

1 I can read about inventors and inventions
2 I can talk about some everyday inventions
3 I can understand how problems can be solved with inventions
4 I can enjoy a story about imaginary inventions

6 Dinosaurs

We're going to:

ask and answer questions about dinosaurs

talk about time and dates

describe and compare dinosaurs

read about and discuss dinosaur discoveries

1 Talk about it

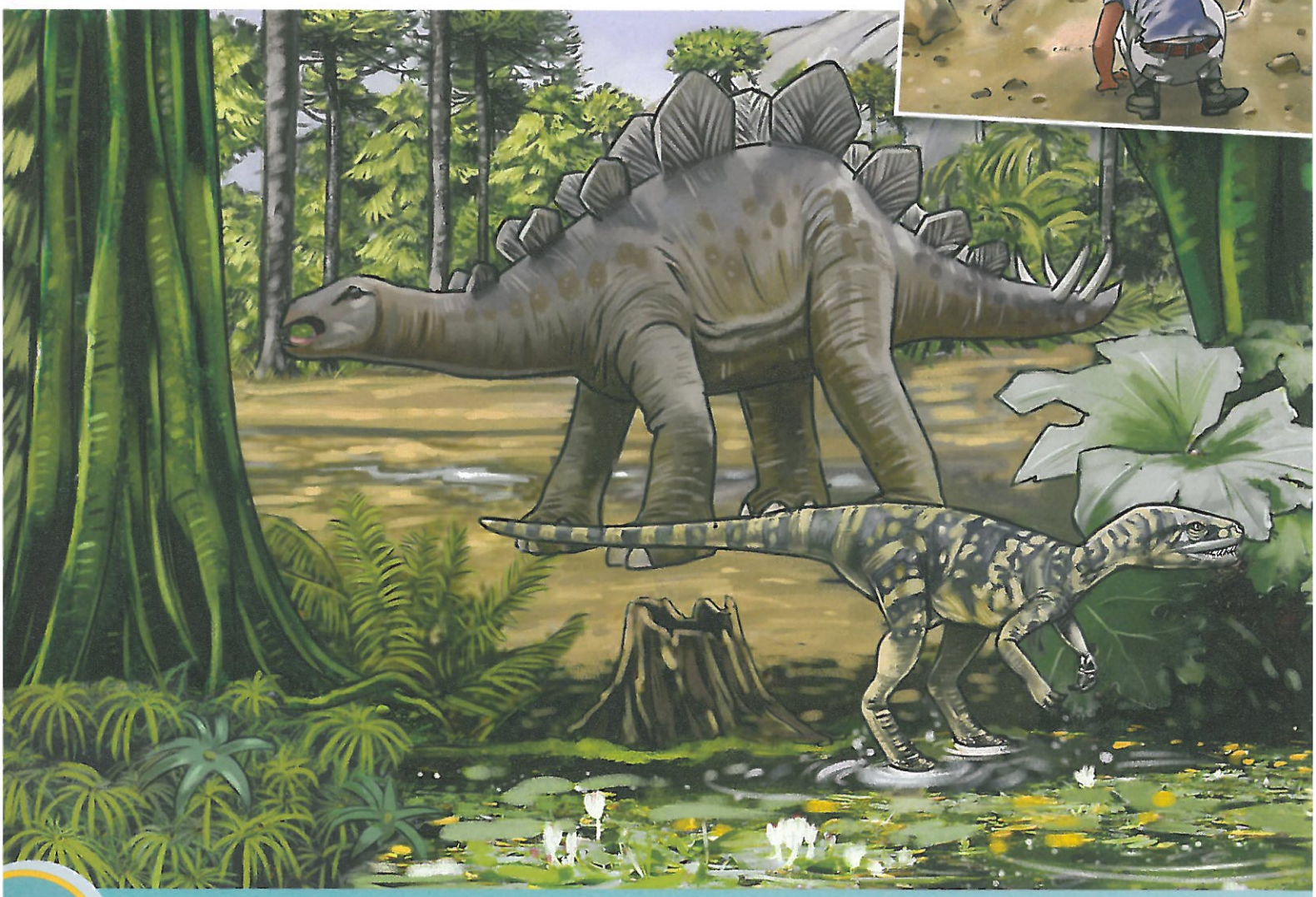
What do you know about dinosaurs?

What questions do you have about them?



41 2 Listen

Listen and write down three facts about dinosaurs. Share the facts with your class.



3 Listen

Listen to the audio again. Is each sentence **true** or **false**?

1 Dinosaurs lived millions of years ago.
2 All dinosaurs were huge.
3 All dinosaurs ate meat.
4 Early humans (people) hunted dinosaurs.
5 Scientists learn about dinosaurs by studying dinosaur fossils.
6 Scientists have many questions about dinosaurs.

4 Read

Which photo shows a body fossil? Which shows a trace fossil?





Fossils

Fossils were made when a dead dinosaur was buried under mud or sand. After a long time, the mud or sand turned into rock.

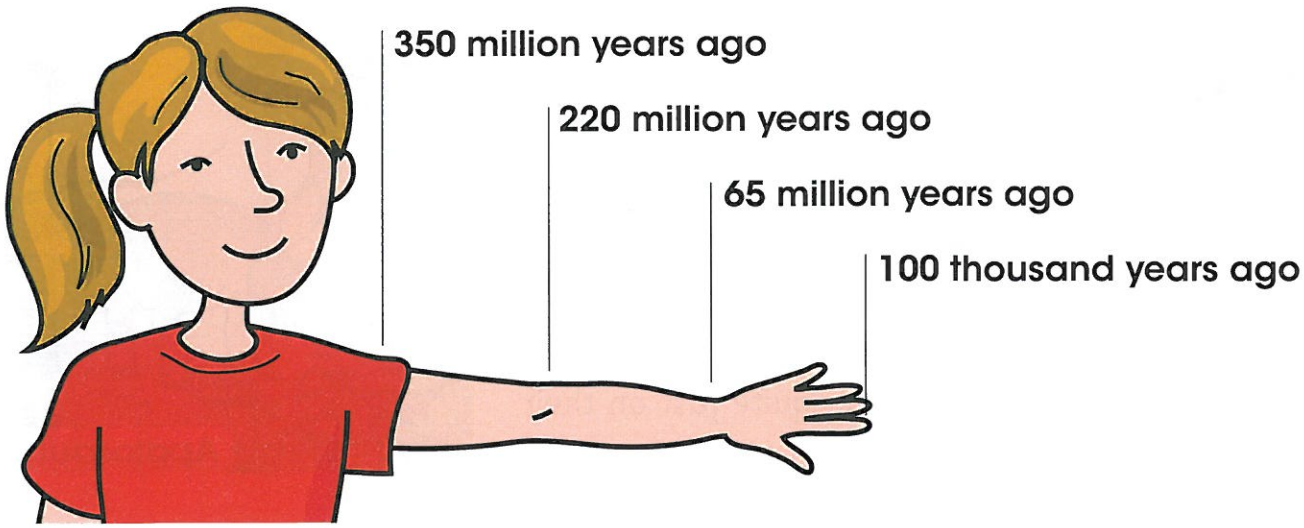
Body fossils are made from parts of the dinosaur's body: bones or teeth.

Trace fossils are made from things that a dinosaur left behind. For example, footprints or nests.

5 Let's find out!

Hold out your arm. Your arm will be a timeline. Listen and follow the instructions. What happened at each different time?

For how many millions of years did dinosaurs live on Earth?



2 Dinosaur Q & A

1 Talk about it Look at the dinosaurs on these two pages.

Which dinosaur do you think could …

… eat leaves at the top of a tall tree? … kill other dinosaurs with its teeth?

… hit other dinosaurs with its tail? … run very fast?

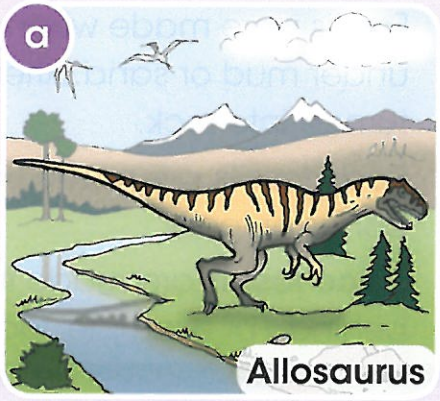
… make a noise with its head?

43 **2 Read**

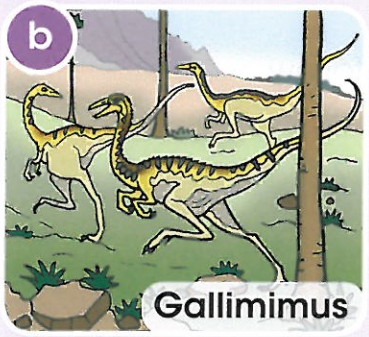
Look at all the questions first. Can you guess the answers?
Read and listen to see if you were right.

Could dinosaurs walk on two legs?

Yes, some walked on two legs. Others walked on four legs. Most meat-eating dinosaurs, like Allosaurus, walked on two legs. This left their 'hands' free to grab the animals they wanted to eat.

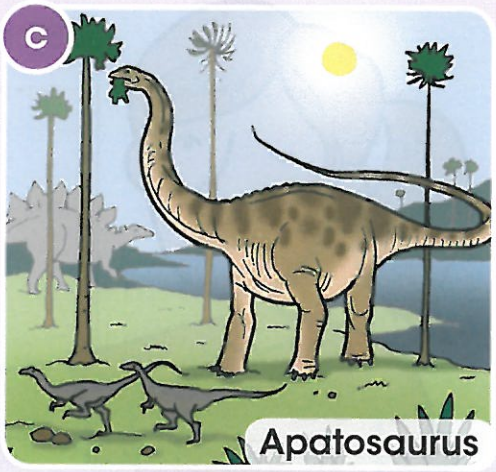


Could dinosaurs run?



Yes, they could. Some dinosaurs, like Gallimimus, could run very fast. They could probably run about 70 kilometres per hour.

A grown-up Apatosaurus was much bigger than the meat-eating Allosaurus, so it didn't need to run. But a baby Apatosaurus could be a tasty meal for a hungry Allosaurus! Scientists think that baby Apatosauruses could run quite fast on their two back legs when they needed to get away.



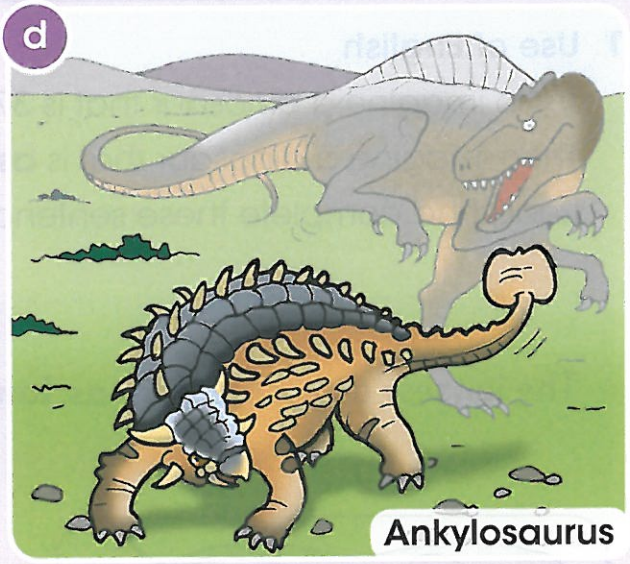
How did dinosaurs use their tails?

Dinosaurs' long tails helped them to keep their balance as they ran.

A huge Apatosaurus sometimes stood on its two back legs to eat leaves at the top of a tree. Its long tail helped it keep its balance as it ate.

Ankylosaurus used its tail as a weapon. Ankylosaurus could swing its heavy tail to break the legs of any dinosaur which tried to eat it.

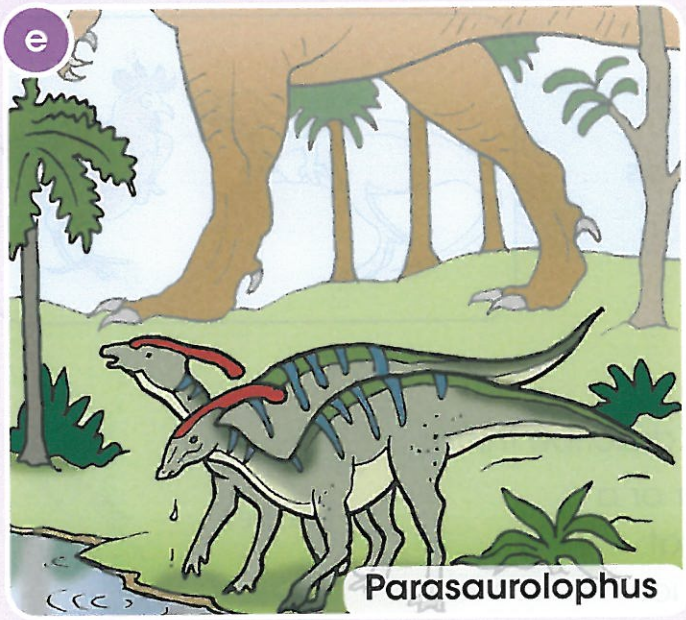
d



Ankylosaurus

Could dinosaurs make a noise?

e



Parasaurolophus

Most dinosaurs probably made some kind of noise. Scientists are not sure what noises they made. Did they hiss like a snake, or roar like a lion, or honk like a goose? What do you think?

The Parasaurolophus had a big tube on its head. Scientists think that the tube made sounds like a musical instrument – loud and low. Parasaurolophus was a plant-eating dinosaur, so perhaps it used its loud call to warn the others when a meat-eating dinosaur was near.

Language detective



Can't is the opposite of **can**.
What is the opposite of **could**?

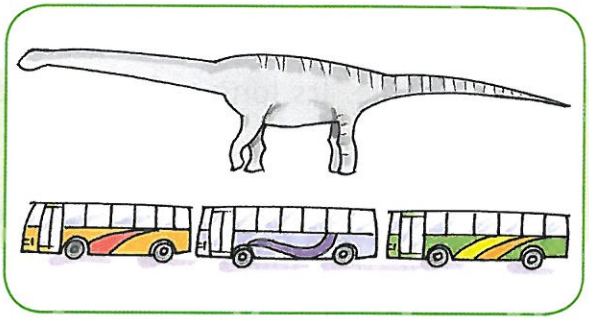
Dinosaurs could run, but they ____ fly.

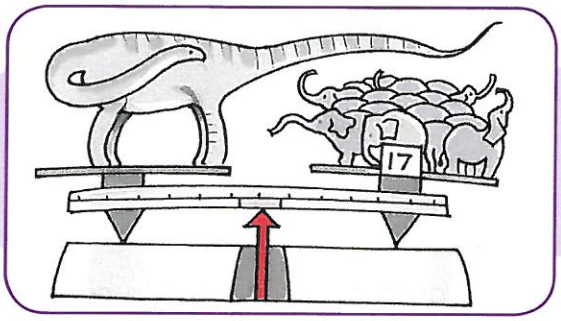
3 Describing dinosaurs

1 Use of English

Try to imagine a dinosaur that is 37 metres long.
Then imagine a dinosaur that is **as long as** three buses. Which is easier?
Read and complete these sentences.

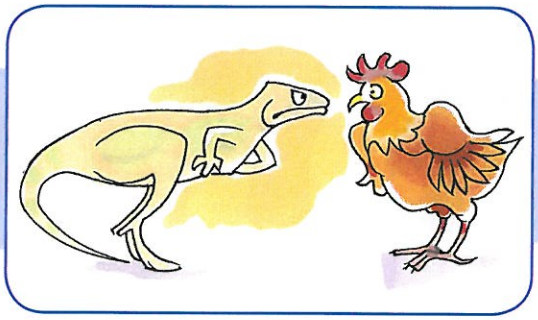
The longest dinosaurs were **as long as** ... .





They were **as heavy as** ... .

The smallest dinosaurs were **as small as** ... .



2 Write

In English, we often use comparisons to describe things.
Imagine a dinosaur. Was it a meat-eater or a plant-eater? Write three comparisons that describe your dinosaur. Read them aloud. Can your classmates guess if your dinosaur was a meat-eater or a plant-eater?

My dinosaur was ...

as big as ...	as small as ...	as fast as ...
as slow as ...	as strong as ...	as heavy as ...
as loud as ...	as quiet as ...	as dangerous as ...

as light as a feather



as quick as lightning



as busy as a bee



Unit 6 Lesson 3 Use of English: using comparisons (similes): *as small as*; **Read:** *Unfortunately* **Talk:** discussing *how many years ago*
Write: using similes; describing a pet dinosaur

3 Read

Listen to and read the poem *Unfortunately*.
Memorise the poem and say it with your partner.

Unfortunately

Dinosaurs lived so long ago
they never had a chance to know
how many kids would love to get
a dinosaur to be their pet.

Bobbi Katz



4 Write

Imagine you have a pet dinosaur.
Make up a name for it. Use your own name and add '**osaurus**'!

What does it look like? What can it do?
Write 3–4 sentences. Draw a picture.

My pet dinosaur by Paul
My pet dinosaur is called a Paulosaurus. It has a long neck and a long tail. It can jump on the roof of my house.

5 Use of English

Dinosaurs lived very long **ago**.
How long ago? Look at the timeline on page 77 and complete these sentences.

The first dinosaurs appeared ___ years ___ .
The last dinosaurs died ___ years ___ .

Ask and answer questions with your partner:

How many years ago ...
... were you born?
... did you start learning English?
... did you learn to read?
... did you lose your first tooth?

4 Dinosaur discoveries

45 **1 Read**

Scientists have discovered many new things about dinosaurs.

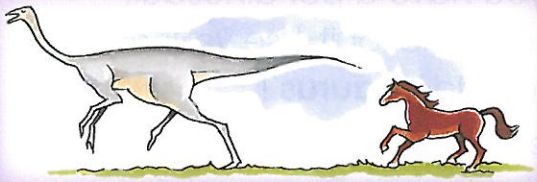
Read and listen to the timeline. Which discovery surprises you most?

Timeline of dinosaur discoveries

1973 Birds are living dinosaurs.



1986 Most dinosaurs were warm-blooded.



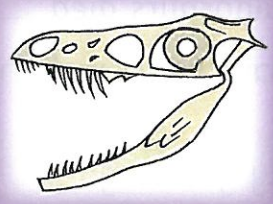
1999 Many dinosaurs had feathers.



2000 Some dinosaurs climbed trees.



2009 Some dinosaurs had poisonous bites.



2 Let's do it!

What year are we in now? How many years ago did each dinosaur discovery take place?

3 Read

The paragraphs below give more information about each dinosaur discovery on the timeline. Match the paragraph and the discovery.

A
Scientists used to think that all dinosaurs had scaly skin, like lizards. Now scientists have found fossils of dinosaurs which had feathers.

B
Scientists used to think that dinosaurs had no living relatives. Now scientists think that over millions of years, small dinosaurs became birds.

C
Scientist used to think that there were no poisonous dinosaurs. Recently scientists discovered a dinosaur with teeth like a poisonous snake.

D
Scientists used to think that dinosaurs were cold-blooded, like snakes. Then they discovered that dinosaur bones were like the bones of other warm-blooded animals.

E
Scientists used to think that dinosaurs couldn't climb trees. Then scientists in China discovered small dinosaurs which used their claws to climb trees.

4 Write

Write sentences that say what scientists **used to think** about dinosaurs and what they think **now**.

Scientists **used to think that** dinosaurs had no living relatives, **but now they think that** birds are living dinosaurs.



5 Use of English

Find the answer to these clues:

It's an animal which lived millions of years ago.

It's a person who studies science.

With your partner, make up some more clues. Can your classmates guess the answers?

Language tip

a person **who** ...

an animal or a thing **which** ...

5 Baby dinosaurs

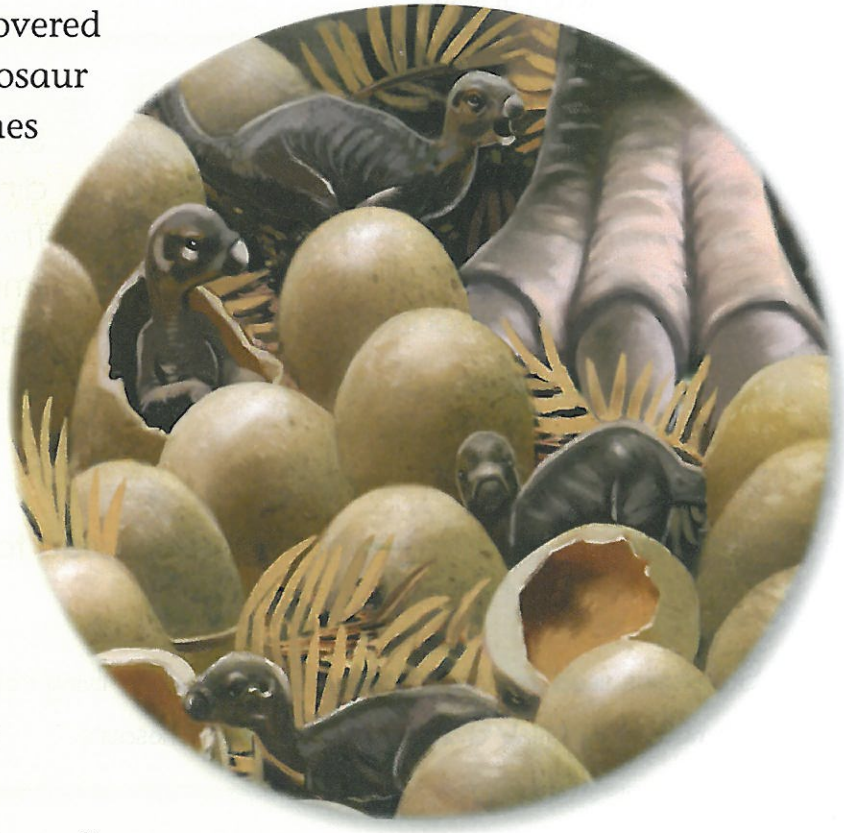
1 Talk about it What do you think baby dinosaurs were like?

46 **2 Read**

Read and listen to the true story of an amazing dinosaur discovery.

An amazing fossil discovery

In 1978, John Horner, an American dinosaur expert, made an exciting discovery. He found a group of dinosaur nests, filled with fossil eggs and dinosaur babies. It was a wonderful chance for scientists to learn about the life of baby dinosaurs.



The first nest that Dr Horner discovered had 15 baby dinosaurs. Each dinosaur was nearly a metre long. The bones of an adult dinosaur were near the nest. Dr Horner could tell that the babies were not new babies, because their teeth were worn down.
They had been eating food for quite a while. Their mother must have brought food to them in the nest, just as mother birds feed their babies today.
Dr Horner named the new dinosaur **Maiasaurus**. The name means 'good mother dinosaur'.

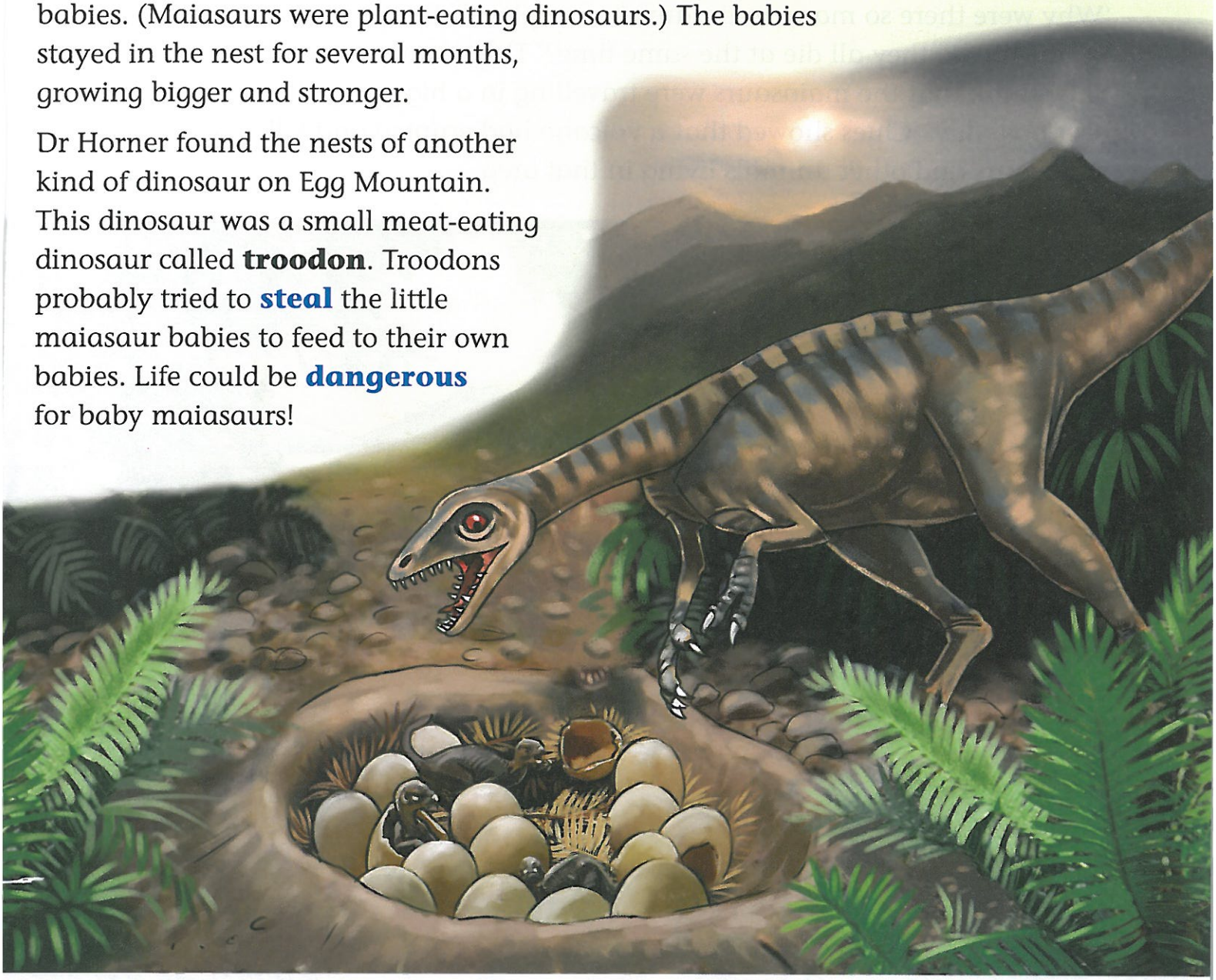
In another nest, Dr Horner found smaller babies that had just hatched. Their legs were too weak to walk.

Dr Horner and his team discovered more nests and bones. They called the place 'Egg Mountain'. They gathered lots of **clues** about how the dinosaurs lived.

A mother maiasaur was about as big as a bus and as heavy as an elephant. She was too heavy to sit on her eggs – she would break them! Probably the mother maiasaur put leaves and dirt on top of the eggs to keep them warm.

When the eggs **hatched**, the mother would bring leaves and berries to her hungry babies. (Maiasaurs were plant-eating dinosaurs.) The babies stayed in the nest for several months, growing bigger and stronger.

Dr Horner found the nests of another kind of dinosaur on Egg Mountain. This dinosaur was a small meat-eating dinosaur called **troodon**. Troodons probably tried to **steal** the little maiasaur babies to feed to their own babies. Life could be **dangerous** for baby maiasaurs!



3 Word study

Find the blue words. Match them with their meaning below.

a broke open so the baby inside could come out

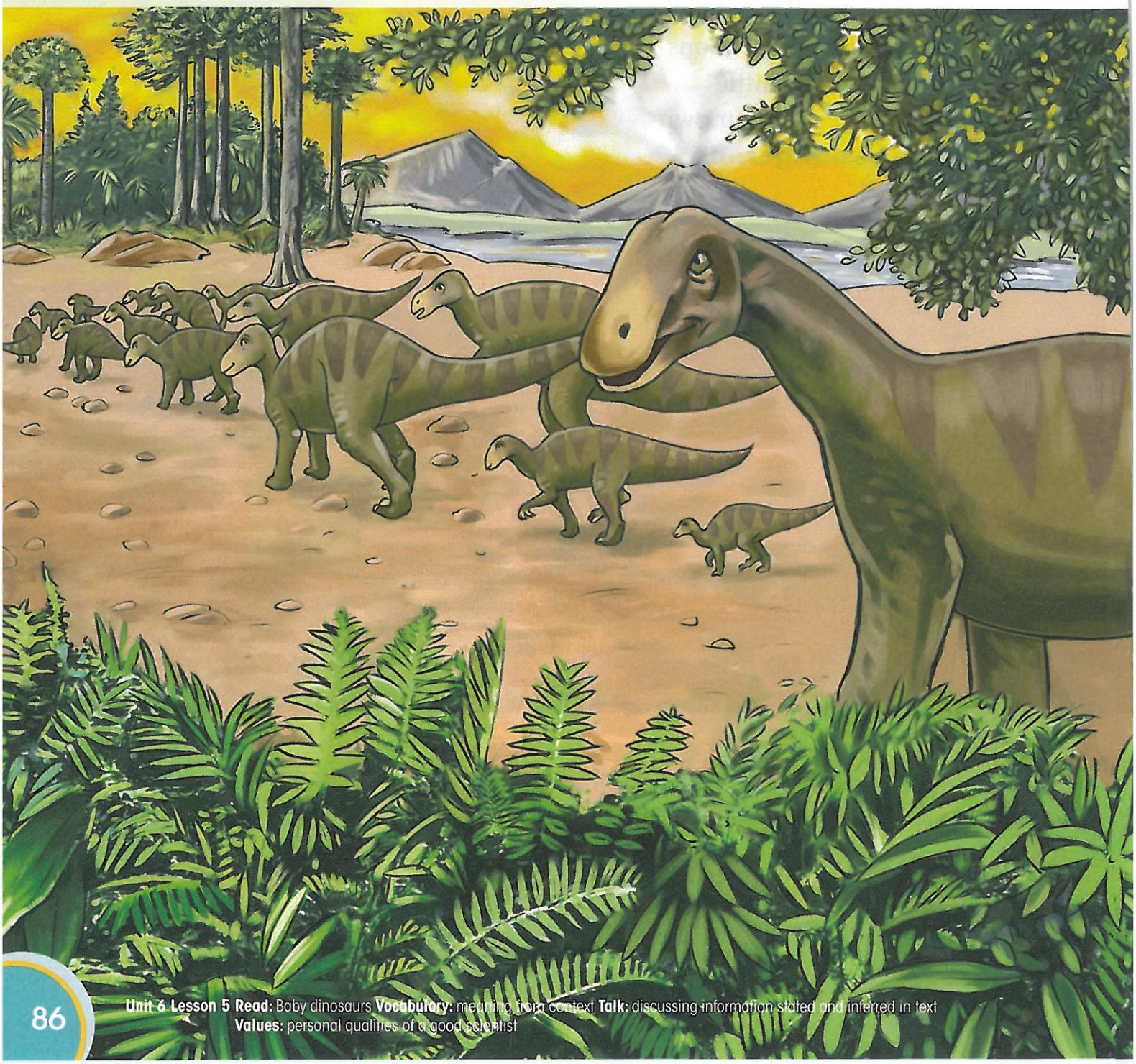
b not safe

c take something that is not yours

d facts that help you guess the answer

In 1984, Dr Horner and other scientists made another discovery. Near Egg Mountain they found a giant 'bone bed' with the bones of hundreds of maiasaurs. There were bones of grown-up maiasaurs and bones of young maiasaurs. The smallest bones were from maiasaurs about one year old.

'Why were there so many maiasaurs in one place?' Dr Horner wondered. 'And why did they all die at the same time?' The scientists looked for clues. They think that the maiasaurs were travelling in a big group, like sheep or deer do today. Clues showed that a volcano had erupted and killed all the maiasaurs and other animals living in that area.



4 Read

Is each sentence **true** or **false**?

1 Dr Horner found a lot of dinosaur nests on Egg Mountain.
2 A maiasaur baby could run as soon as it came out of the egg.
3 Troodon mothers built nests and took care of their babies.
4 Troodon babies ate meat.
5 Maiasaurs may have travelled in big groups.
6 They died because it was too cold.

5 Talk

The scientists learned a lot about maiasaurs.
What clues did they find for each fact?

1 The mother maiasaur looked after her babies.
2 Many of the babies were not new-born.
3 Egg Mountain was a dangerous place for the baby maiasaurs.
4 Maiasaurs lived in big groups.

6 Values

A good scientist is:

curious patient hard-working willing to change his or her mind

Which of these qualities do you have? How about your partner?
If you were a scientist, what would you like to study? Why?



6 Choose a project

1 Make a dinosaur mural

1 Here are two groups of dinosaurs that lived in the same place, at the same time. Choose one group.

Group A: Tyrannosaurus Rex Triceratops Ankylosaurus



Group B: Stegosaurus Allosaurus Brachiosaurus



2 Do research on each dinosaur in your group:

3 Was the dinosaur a meat-eater or a plant-eater? How big was it?

4 Draw a picture scene. Make the big dinosaurs big and the little ones little. Write each dinosaur's name by its picture. What are your dinosaurs doing? Write a description of your mural.

2 Become a dinosaur expert

1 Do research on a dinosaur of your choice. Here are some ideas:

Where did the dinosaur live?

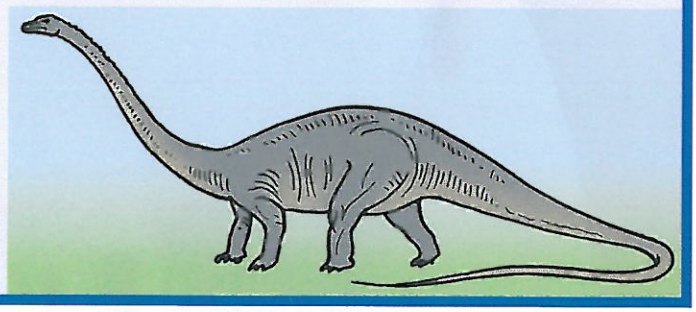
What did the dinosaur eat?

How big was the dinosaur?

Find two amazing facts about the dinosaur.

2 Write a report about the dinosaur and draw a picture.

3 Teach your class about the dinosaur. Use a map to show your class where the dinosaur lived. Show your picture and read your report.



Reflect on your learning

What do we know about dinosaurs?

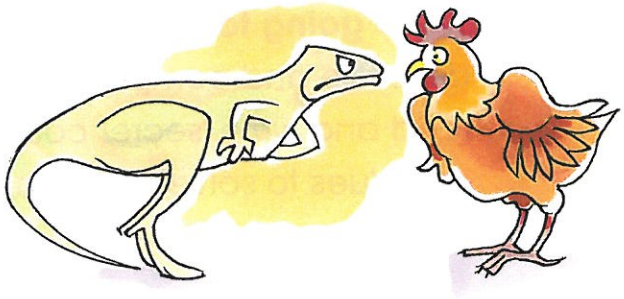
1 Think of five new things you learned about dinosaurs in this unit.

2 Answer these questions with your partner.

In what year were you born?

How many years ago was that?

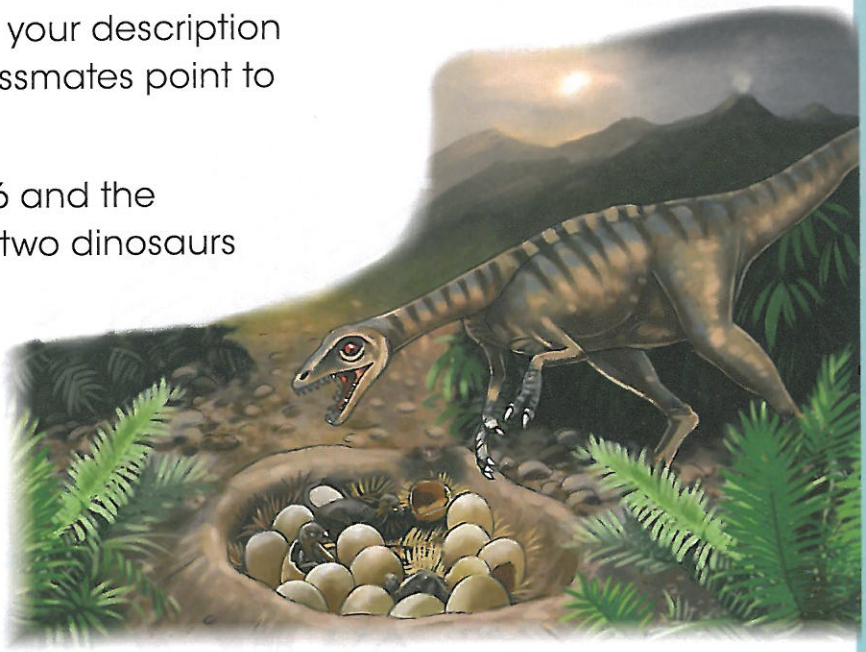
What year was it 100 years ago?



3 Write three sentences describing one of the dinosaurs shown in this unit. Read your description to some classmates. Can your classmates point to the dinosaur you described?

4 Look at the maiasaurs on page 86 and the troodon on page 85. How are the two dinosaurs alike? How are they different?





L👀k what I can do!

1 I can ask and answer questions about dinosaurs.
2 I can talk about time and dates.
3 I can describe and compare dinosaurs.
4 I can read about and discuss dinosaur discoveries.

7 Puzzles and codes

We're going to:

describe and compare objects
read and write 'secret code' messages
use clues to solve problems
interview each other about things we have done
read and act out a tale about a clever solution to a problem

1 Talk about it

How are these flowers different from each other?

How are these bugs different from each other?



47 **2 Listen**

Listen and find each flower.

Unit 7 Lesson1 Vocabulary: descriptive words **Use of English:** *with/without* **Talk:** comparing, describing; asking/answering maths questions **Write:** drawing instructions

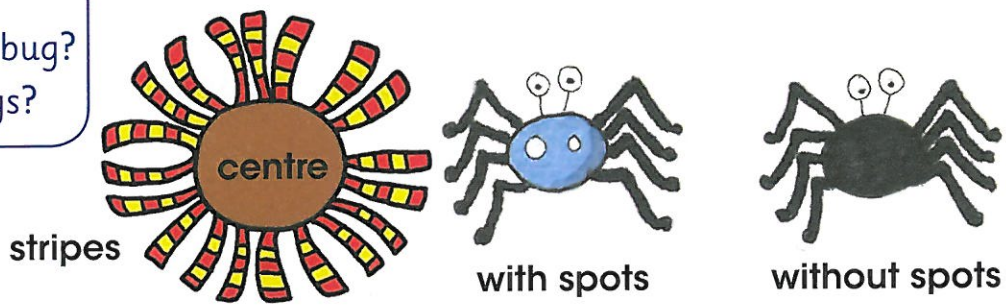
3 Word study

Describe one flower or a bug. Your partner will try to find it.

Use some of these words: centre stripe spots with without

Your partner can ask questions, for example :

> Is it a big flower?
> Is it a flower with a bug?
> Is it a bug with wings?



4 Talk

Find two flowers that are exactly the same. Describe them.

Find two bugs that are exactly the same. Describe them.

5 Let's do it!

How many bugs without spots are there?

Are there more big flowers or little flowers?

Are there more blue bugs or red bugs?

Make up some more maths questions about the picture.

Language tip

	size	colour	
	little	green	**a little green snake** 
number	**size**	**colour**	
two	big	yellow	**two big yellow stars** 

6 Write

Write a drawing instruction for your class. Use a number, a size, a colour and an object or animal. If you want to, add **stripes** or **spots**.

> Draw two little green snakes with stripes.

2 Secret messages

1 Talk about it Why might you want to send a secret message? How would you do it?

2 Read

For thousands of years, people have used codes to send secret messages. Only a person who knows the code can understand the message. Read about three different codes.

A message from Caesar!

Caesar's code

In ancient times, there were no phones or computers. People used to write messages and give them to a messenger. The messenger delivered the messages.



Julius Caesar, the emperor of ancient Rome, wrote messages to his army in secret code. Sometimes the enemy caught the messenger, but they couldn't read the message because they couldn't understand the secret code.

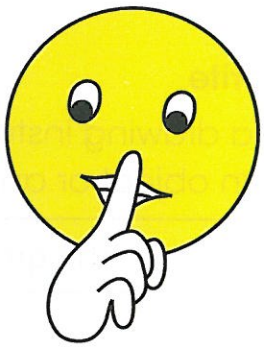
You can write a message using the same code Caesar used.

Here is the secret code:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

To write a letter in code, use the letter above or below it.
For the letter **A**, write **N**. For the letter **T**, write **G**.
The word **CAT** is written **PNG** in Caesar's code.

Decode this secret instruction!
FGNAQ BA LBHE YRSG YRT.



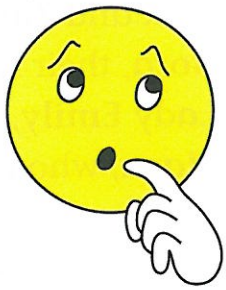
Number code

In this code, you replace each letter with a number. Find the letter **H** on the grid. With your finger, go down to the red number at the bottom – **3**. Now go to the blue number on the left – **2**. So the secret code number for **H** is **32**. To make it trickier, write both letters in black: **32**. Remember – always write the **red** number first, then the **blue** number. Try writing your name in number code.

1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	X	Y
	1	2	3	4	5

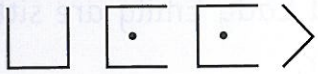
Decode this secret instruction!

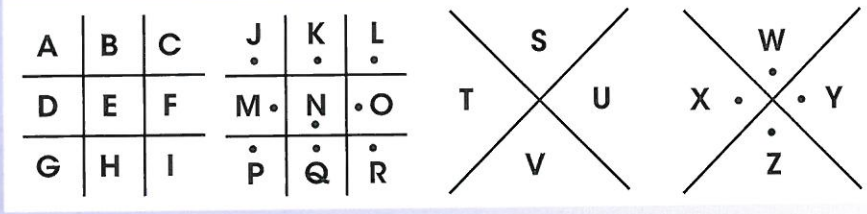
34 – 15 – 21
55 – 53 – 15 – 34
54 – 15 – 33 – 33 – 55.

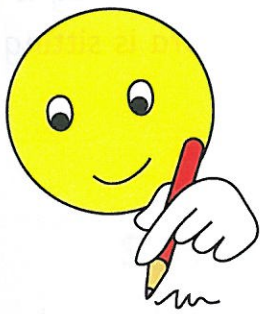


Tic-tac-toe code

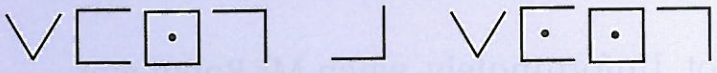
To write a letter in this code, find the letter in the pictures below. Draw the part of the picture that has that letter in it. If there is a dot, draw the dot too. This is how you write BOOT:







Decode this secret instruction!



Then follow all three secret instructions at the same time!

3 Talk

Which code do you think is the most difficult? Which is the most fun?

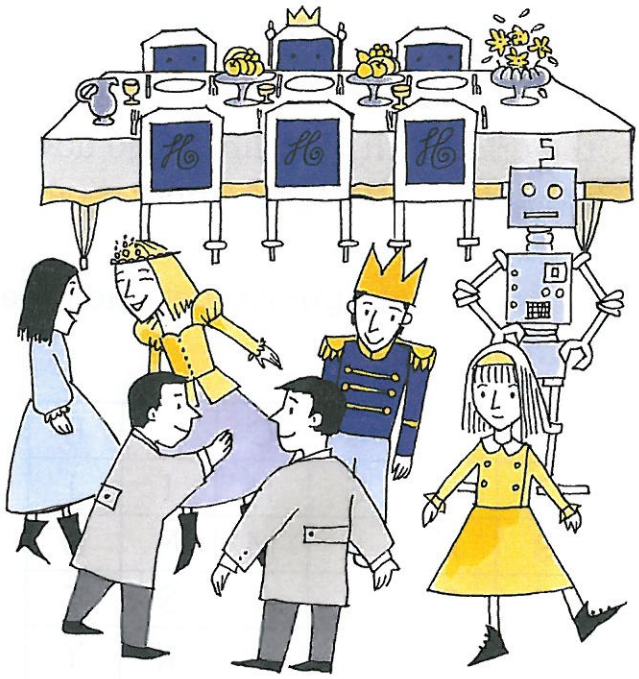
4 Write

Choose your favourite code. Write a secret message to your partner.

3 Prince Henry's party

1 Let's do it! This story is a puzzle.

Read the clues and work out the answers.
There are three parts to the puzzle.



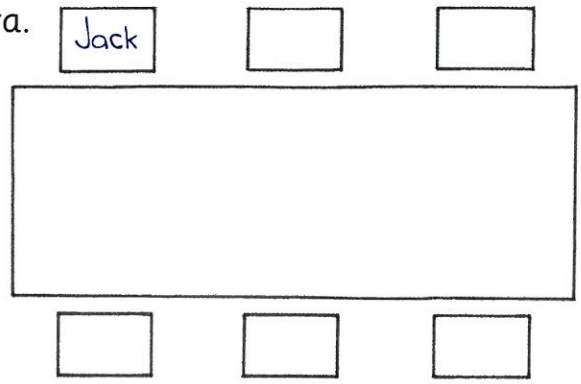
Part 1

Prince Henry is having a lunch party.
He has invited five guests:
Jack and **Zack**, who are twins
Nora, their sister
Lady Emily, who is Prince Henry's cousin
Maya, who is Lady Emily's best friend

Where will they sit at the table? Read the clues to find out. Draw a plan of a table and 6 chairs, like this, and write the names on the chairs.

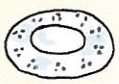
Clues

1 The brothers are sitting opposite each another.
2 Prince Henry is sitting between Jack and Nora.
3 Maya and Lady Emily are sitting next to each other.
4 Lady Emily is sitting opposite her cousin.
5 Nora is sitting opposite Maya.



Part 2

Prince Henry has a servant, Mr Robot. Unfortunately, when Mr Robot was laying the table, he forgot a few things:

1 plate  1 cup  1 napkin  1 knife  2 spoons 

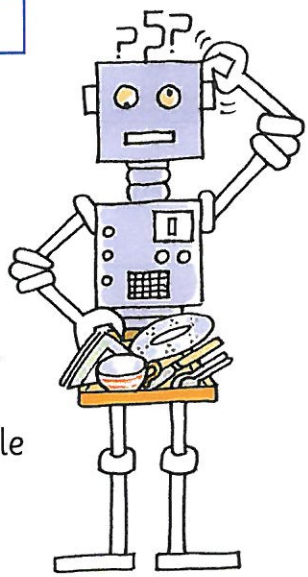
Each person is missing one thing. Who is missing what?
Read the clues to find out. Write the answers in a chart (page 95).

(Hint: You need your table plan showing where the guests are sitting.)

	What is each person missing?
Prince Henry	
Nora	
Jack	
Zack	
Lady Emily	
Maya	

Clues

1 Lady Emily is missing something that she can drink from.
2 Prince Henry is not missing a spoon or a knife.
3 One of the brothers is missing a napkin.
4 Nora is missing a thing she can cut with.
5 One person who is missing a spoon is sitting opposite the person who is missing a knife.
6 The person who is missing a cup is sitting between the two people who are missing a spoon.



8 **2 Listen**

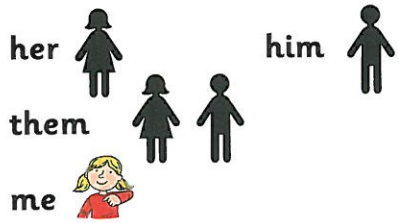
Part 3

Prince Henry is giving Mr Robot instructions. Fill in the missing words. Use your answers from Part 2 of the story. Then listen to check.

Nora is missing a _____ .
Please give it to ___her___ .
Jack is missing a _____ .
Please give it to _____ .
Maya and **Zack** are each missing a _____ . Please give the spoons to _____ .
Lady Emily is missing a _____ . Please give it to _____ .
And I am missing a _____ . Please give it to _____ .

Language tip

Please give it to ...



3 Talk

What would you like to eat and drink at the lunch party? Act out a conversation. One person will play Mr Robot.

4 Have you ever ...?

1 Use of English

49

Listen to Nadir talk about the chart.

Selene **has climbed** a mountain.

Adil and Nazneen **have travelled to** another country.

I **have stayed awake** until midnight.

No one **has touched** an elephant!



Have you ever ...?			
... climbed a mountain? 	Selene		
... travelled to another country? 	Adil	Nazneen	
... stayed awake until midnight? 	Nadir		
... touched an elephant? 			

2 Talk

Interview your partner. Ask and answer the questions on the chart. Ask other questions as well:

Have you ever played ... ?
Have you ever touched a ... ?
Have you ever travelled to ... ?

Have you ever ... ?

No, I haven't.

Yes, I have.

Language tip

I have climbed = **I've** climbed
she has climbed = **she's** climbed
they have climbed = **they've** climbed

3 Write

Write something your partner has done and something your partner has **never** done. For example:

Luis has played golf, but he's never stayed awake until midnight.

Unit 7 Lesson 4 Use of English: perfect simple; *ever, never*; irregular verbs **Read:** *Have you ever done that?* **Talk:** interviewing *Have you ever...?* **Write:** compound sentences with *but*

4 Use of English

Some verbs are **irregular**. They are more difficult to remember! Ask and answer these questions. Then make up new questions using the same verbs.



ride

Have you ever **ridden** a horse?

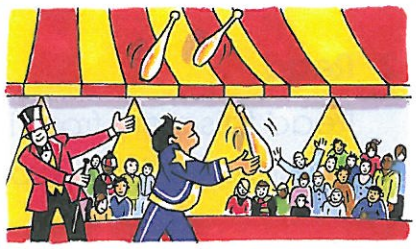
Have you ever **ridden** a camel?



see

Have you ever **seen** the sea?

Have you ever **seen** a famous person?



be

Have you ever **been** to a circus?

Have you ever **been** to a football match?

5 Write

Write something you have done and something you have never done.

For example: I've ridden a horse, but I've never ridden a dinosaur.

6 Read

Read and listen to the poem.

Have you ever done that?

Have you ever slept outside on a hot summer night?
Everything looks different
in the moon's strange light.
The trees seem to whisper
as you bravely whisper back.
Outside at night.
Have you ever done that?

I've never slept outside on a hot summer night
but I've ridden in a boat
being tossed like a kite
on dark wild waves
with the wind at my back.
On a boat in a storm.
Have you ever done that?

Julie Larios



5 A Nasreddin story

1 Talk about it Have you ever been to a shop that has a delicious smell? What was the shop? What was the smell?

51 **2 Read**

Read this story from Turkey. It is about a man, called Nasreddin, who always teaches a wise lesson.

A fair solution

One day, a poor man walked by a fine, **expensive** restaurant. He smelled the **delicious** food. The man was hungry and tired. He sat down outside the restaurant and took out a piece of dry bread. 'If I smell these wonderful smells while I eat my bread, I can pretend I'm eating a lovely meal,' he thought.

The man closed his eyes. He imagined a delicious meal of fish, vegetables, fruit and cakes.

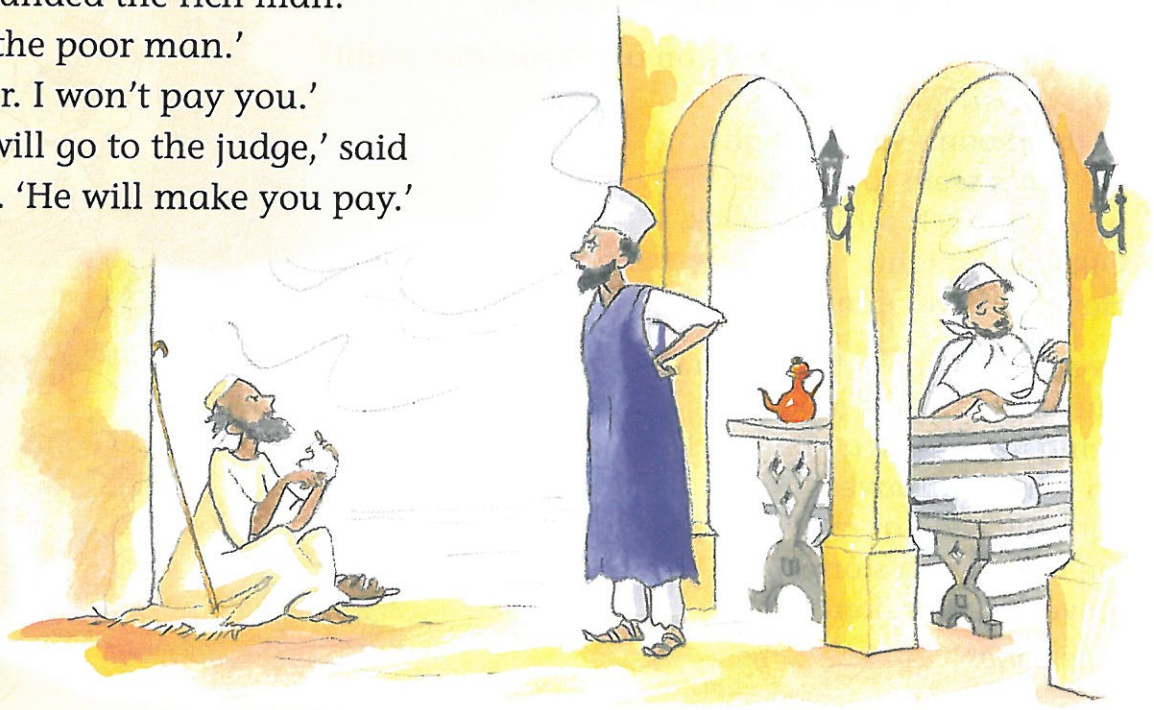
The rich restaurant owner came outside and yelled at the poor man, 'Stop! You're **enjoying** the smell of my delicious food. You must **pay** me for that.'

'But I'm only enjoying the smell in the air. I haven't eaten any of your food,' said the poor man.

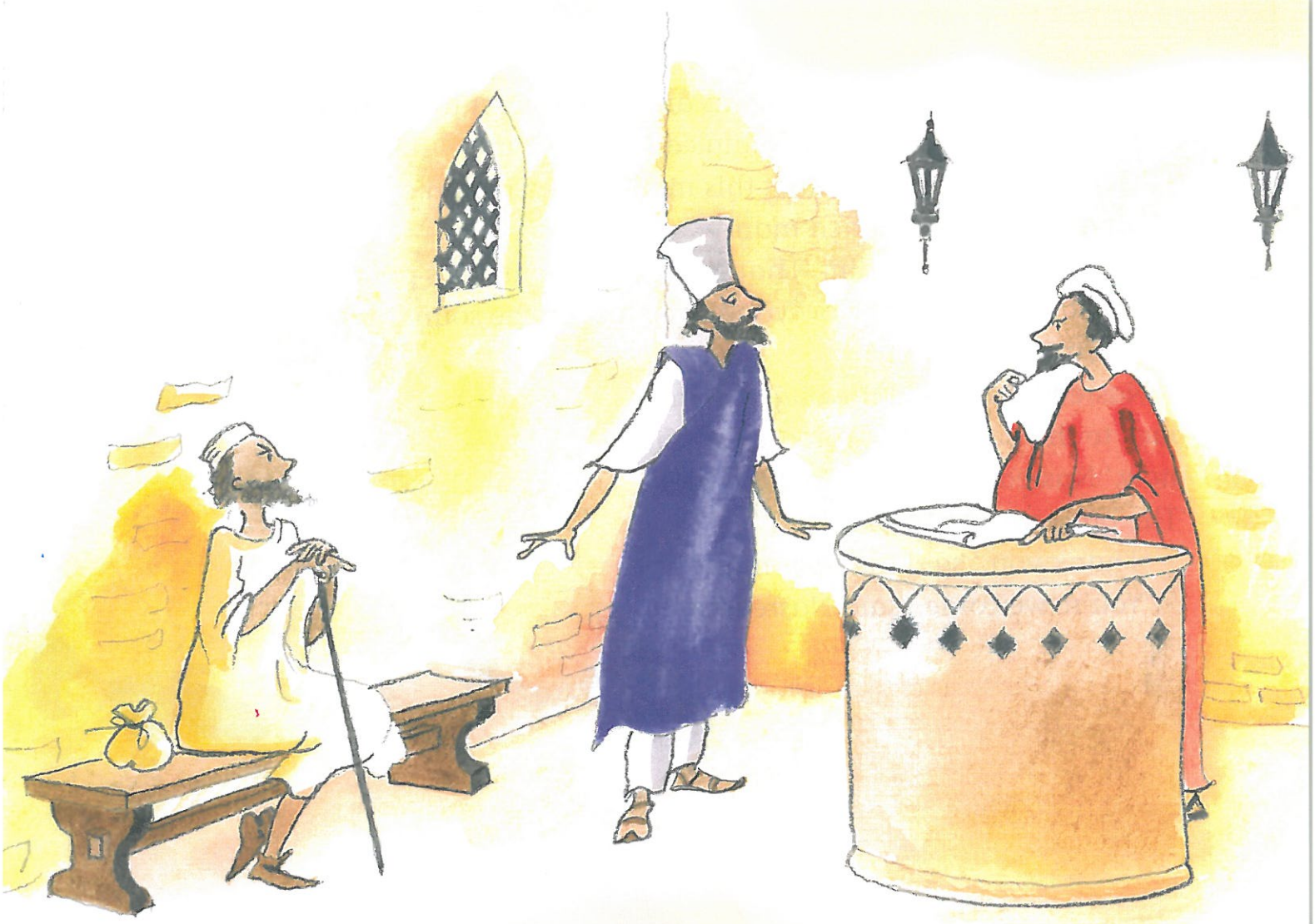
'Those smells are mine! They come from my delicious food. Pay me the money!' demanded the rich man.

'No,' said the poor man.' That's not fair. I won't pay you.'

'Then we will go to the judge,' said the rich man. 'He will make you pay.'



Unit 7 Lesson 5 Read: *A fair solution* **Talk:** literal and interpretive story comprehension; acting out the story **Values:** Finding fair solutions to problems and conflicts



The judge of the town was Nasreddin. Nasreddin was clever and wise.

'Tell me the problem,' Nasreddin said to the rich man.

The rich man pointed to the poor man. 'This man sat outside my restaurant and enjoyed the smell of my delicious food. The food belongs to me and so does the smell of the food. I want this man to pay me money for enjoying those wonderful smells,' said the rich man.

'Is it true that you enjoyed the smells of this man's delicious food?' Nasreddin asked the poor man.

'Yes, it's true,' said the poor man.

'Give me your money then,' said Nasreddin.

Sadly, the poor man gave Nasreddin a small bag of **coins**. 'I haven't got much money. This is all I have,' said the poor man.

Nasreddin took the bag of coins and held it next to the rich man's ear. He shook the bag so the coins jingled.

'Can you hear the sound of this money?' Nasreddin asked the rich man.

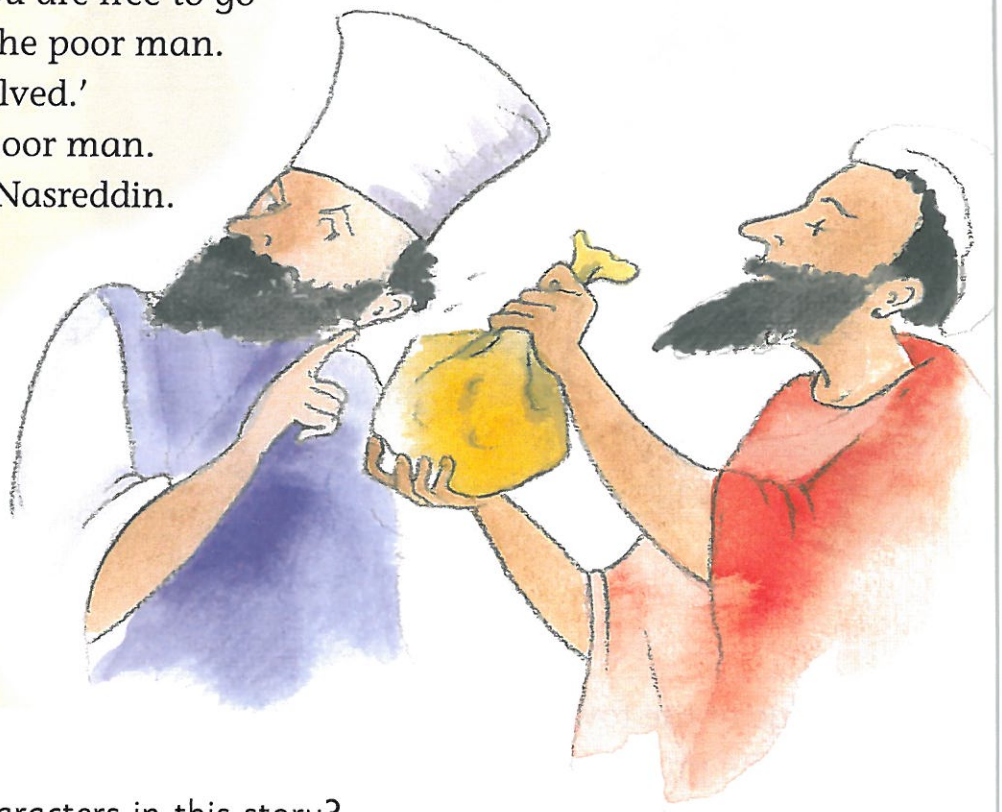
'Of course,' said the rich man.

'Good,' said Nasreddin. 'That is your payment. This poor man enjoyed the smell of your food. Now you have enjoyed the sound of his money. That is a fair solution.'

Nasreddin handed the bag of coins back to the poor man. 'You are free to go now,' Nasreddin said to the poor man. 'The problem has been solved.'

'Thank you,' said the poor man.

'You're welcome,' said Nasreddin.



3 Talk

1 Who are the three characters in this story?
2 What did the poor man do while he ate his dry bread?
3 What did the rich man say when he yelled at the poor man?
4 How did the poor man feel when Nasreddin said, 'Give me your money.' Why?
5 What did Nasreddin do with the bag of coins?
6 Fill in the missing words.

Nasreddin said to the rich man, 'The poor man enjoyed the ___ of your food. Now you have enjoyed the ___ of his money. That is a ___ solution.'

7 Do you think the rich man liked Nasreddin's solution? Why not?
8 Do you think the poor man liked Nasreddin's solution? Why?

4 Word study

1 A meal at an **expensive** restaurant costs
   a a lot of money
   b just a little money
2 A **delicious** smell is
   a a bad smell
   b a good smell
3 To **enjoy** a meal means
   a to like it
   b to put it in a bag
4 You **pay** for a meal with
   a food
   b money
5 A **coin** is
   a money that is flat and made of paper
   b money that is made of metal.

Language detective



Find three different words used in the story to describe food. They all mean **very nice**.

5 Act it out

Work in groups of three. Act out the Nasreddin story.

6 Values Finding a fair solution

Talk about these problems. What is a fair solution? There may be more than one answer!

1 There are four biscuits and eight children. All the children like biscuits! How can you solve this problem fairly?
2 There is only one ball. Sam and Jamil both want to play with it. How can they find a fair solution?
3 Leyla is doing her homework when her brother Osman comes home. Osman starts to play his trumpet. It's very loud! Leyla can't work when there is lots of noise. She tells Osman to stop playing, but he says, 'I have to practise my trumpet because I'm playing in a concert next week.' How can Leyla and Osman solve their problem?



6 Choose a project

1 Make up a secret code

1 Make up a new secret code. You can get ideas from Lesson 2. Make a key: next to each letter of the alphabet, write what the letter will be in code.

2 Make up three instructions:

an action you can do with your hands

an action you can do with your legs

something you can say or sing

Hint: Look at the verbs on pages 140–1.

3 Write the three instructions in secret code.

4 Give the code key and the instructions to your classmates to decode.

2 Make up a questionnaire about experiences

1 Write a questionnaire that begins like this. Then write four more items.

Hint: If you need to find an irregular verb, look at the list on page 142.

Find someone who has ...	**NAME**
... baked a cake	Kimiko
... watched a football match	
... travelled in a plane	
... slept in a tent	

2 Ask your classmates the first question: 'Have you ever baked a cake?' When someone says 'Yes, I have', write their name on the line. Then ask the other questions.

3 Try to get a name for every question.

Reflect on your learning

What kind of puzzles are the most fun?

1 Describe the two flowers on this page.



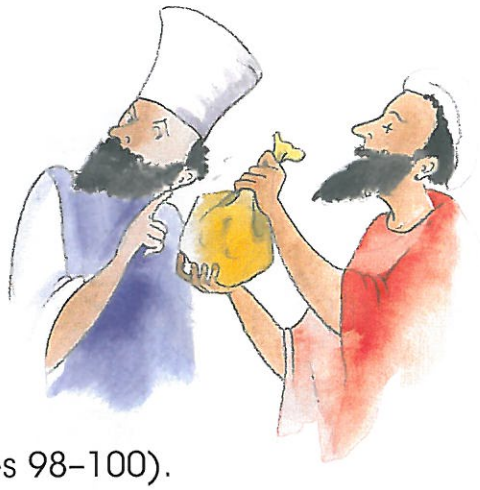
2 Write a word in a secret code. Use one of the codes from Lesson 2. Swap messages with a partner. Decode your partner's message.

3 Tell your partner about something you have done. Ask your partner, **Have you ever done that?**



Your partner will answer, then tell you about something he or she has done. For example:

> Partner 1: I've **ridden on a motorcycle**.
> Have you ever done that?
>
> Partner 2: **No, I haven't**.
> I've **been to the desert**.
> Have you ever done that?



4 Read the sentences and fill in the missing words.
Prince Henry says to Mr Robot,

'This picture is for Lady Emily. Please give ... to ... .'

'That picture is for Jack and Zack. Please ... ...'

5 Choose a picture from the story *A fair solution* (pages 98–100). Who are the characters in that picture? Write 2–3 sentences about it. Say what the characters are doing or saying.

L👀k what I can do!

1 I can describe and compare objects.
2 I can read and write 'secret code' messages.
3 I can use clues to solve problems.
4 I can talk with a friend about things we have done
5 I can talk and write about a story I have read.

8 Our amazing body

We're going to:

learn about parts of the human body

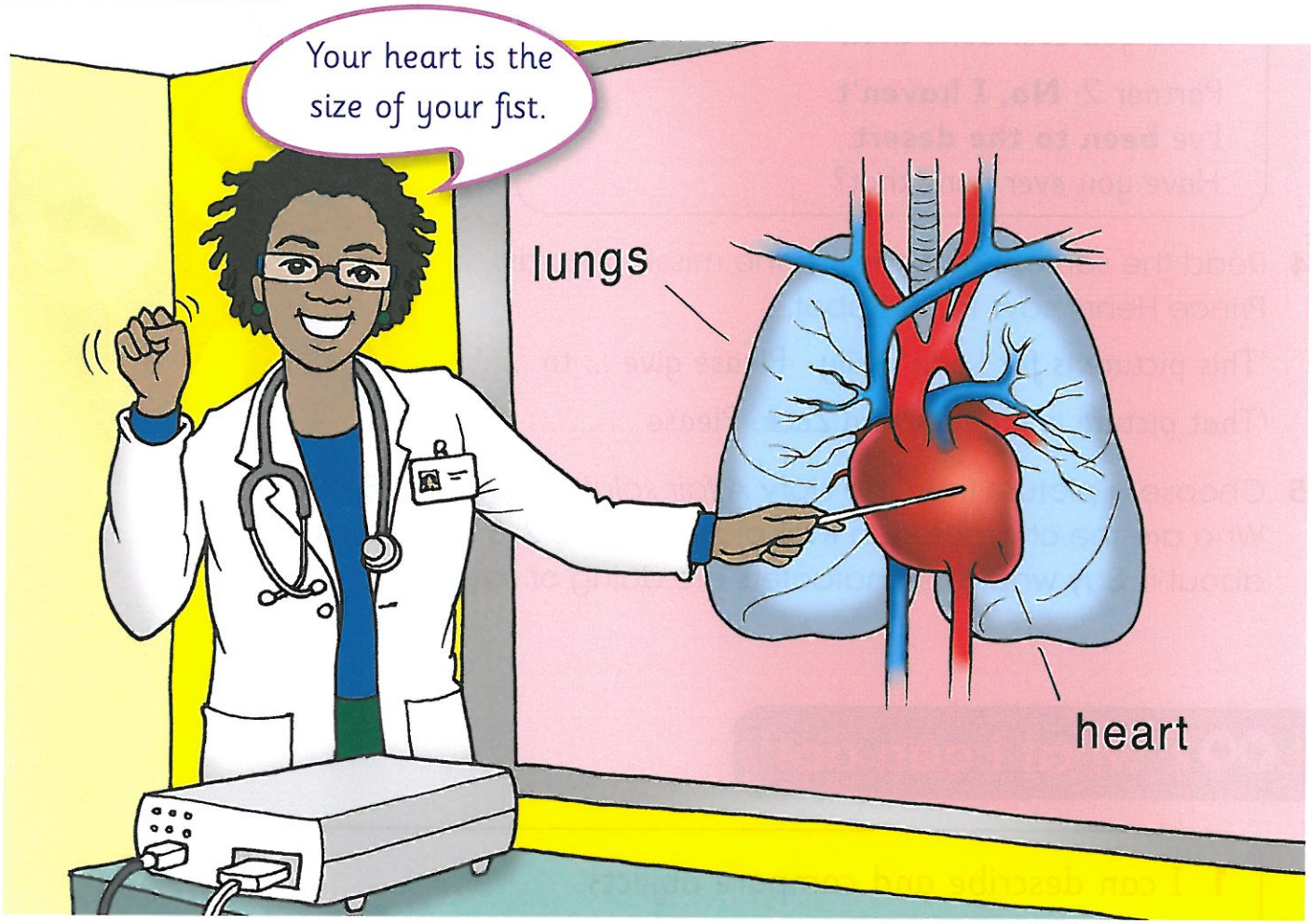
explore ways to stay healthy and strong

talk about being hurt or not feeling well

discover some amazing facts about our body

1 Talk about it

What is inside our body, under our skin?



52 **2** **Listen**

Listen and follow the instructions.

Listen again. Write two facts that you've learned about your **heart** and **lungs**. Share the facts with your class.

Unit 8 Lesson 1 Vocabulary: parts of the human body **Use of English:** imperatives **Listen:** following instructions **Read:** facts about the human body; jumping jack experiment

3 Read

Read and listen. Follow the instructions. Answer the questions with your class.

Brilliant bones and marvellous muscles

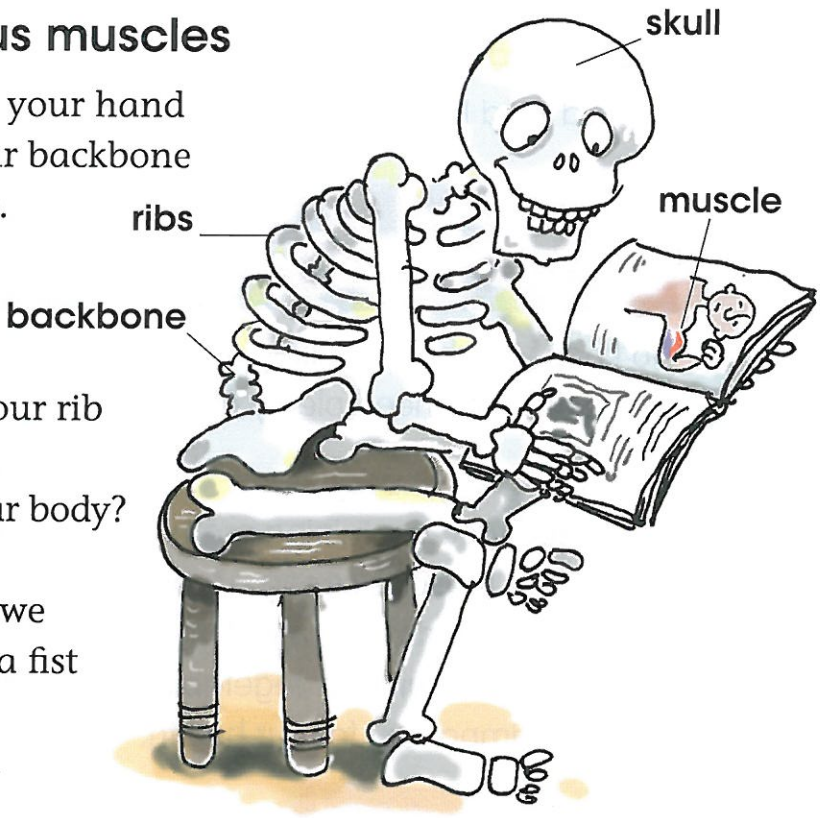
Our **bones** give our body its shape. Put your hand on your back. Feel your **backbone**. Your backbone helps you stand up tall, bend and twist.

Inside your head is your **skull**. Your skull protects your brain. Feel your skull.

Now put your hands on your **ribs**. Your rib bones protect your heart and lungs.

What other bones can you feel in your body?

Muscles are connected to our bones. Muscles move our arms and legs when we run, jump, climb and lift things. Make a fist and feel the muscle in your upper arm. Smile and feel the muscles in your face. What other muscles can you feel?



4 Let's do it!

First, feel your **pulse**. Your pulse is the beating of your heart, as blood pumps around your body. Gently press your fingers on your wrist or on your neck below your ear.

1. Take your pulse for 15 seconds (your teacher will say 'Go!' and 'Stop!'). Count your heart beats.
2. Then do 25 jumping jacks.
3. Take your pulse again for 15 seconds.
4. Did your pulse change? Did your breathing change?

How to do a jumping jack

1. Jump and land with your feet apart. Clap your hands over your head.
2. Jump and land with your feet together. Hold your arms by your sides.



2 Healthy and strong

1 Talk about it What can we do to stay healthy and strong?

2 Read

54 Read and listen. Which information is new? Which did you know already?

How can we stay healthy?

To keep your body healthy and strong, you need healthy food to eat and clean water to drink. You need plenty of exercise and plenty of sleep. You need to keep clean.

Healthy food

We need food containing protein to make our muscles strong – foods like eggs, beans, fish, meat, milk and cheese. Fruit and vegetables are also important for our health.

Try this!

Think of a fruit or vegetable for each colour of the rainbow: red, orange, yellow, green and purple. Draw and label them.



Exercise

Exercise builds strong bones and muscles. There are many ways to get exercise, for example: walking, running, climbing stairs and playing ball games.

Try this!

Balance! *Stand on your left leg. Hold your right foot. Bring your heel close to your body. How long can you stay in this position? Swap legs. Was it easier to balance on your right or your left leg?*



Up and down! *Do the first exercise again. Then bend your left leg a little and lean forward. Touch the floor with your free hand. Stand up again. Can you do this three times? What muscles are you using in this exercise? Swap legs.*

Sleep

A lot of important things happen while you are asleep. Your bones do most of their growing while you sleep. Your brain and body need to rest. Children need to sleep for about 10 hours each night.



Wash your hands

Germs are tiny living things which can make us ill if they get inside us. Our hands touch lots of things with germs on, but we can't see the germs. Fortunately, we can wash away the germs with soap and water. Always wash your hands before you eat.



Try this!

Sing 'Happy birthday' as you wash your hands. By the end of the song, your hands will be clean!

3 Write

Looking after your teeth is another way to stay healthy. Make a poster for children younger than you. Tell the children how to look after their teeth. Make the poster interesting and add pictures.

4 Use of English

What will you do to stay healthy next week?

Ask and answer questions with your partner.

What healthy food will you eat? (Name three foods.)
What exercise will you do? (Say three things you will do.)
What time will you go to bed?

Then write what you will do.

I will eat some fish, some beans and a banana.

Language detective

What words could you use instead of **plenty of**?

You need **plenty of** exercise and **plenty of** sleep.



3 I don't feel well!

55 **1 Listen** What's the matter with Kenji, Matt and Mira? Listen to find out.

Listen again. In each conversation, how does the other person try to help?



Kenji Matt Mira

2 Talk

With a partner, pretend that one of you is not well. The other is trying to help. Act out the conversation.

Partner A

Pretend you are not feeling well.

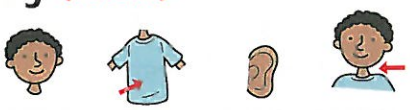
Partner B

Ask: **What's the matter?**

Partner A

Explain the problem:

My (head) hurts.



head tummy ear throat

I've cut my (finger).



finger hand thumb

I fell and hit my (knee).



knee elbow arm

Partner B

Try to help:

Shall I bring you (a plaster)?



a plaster an ice pack a glass of water

Shall I get (the teacher)?

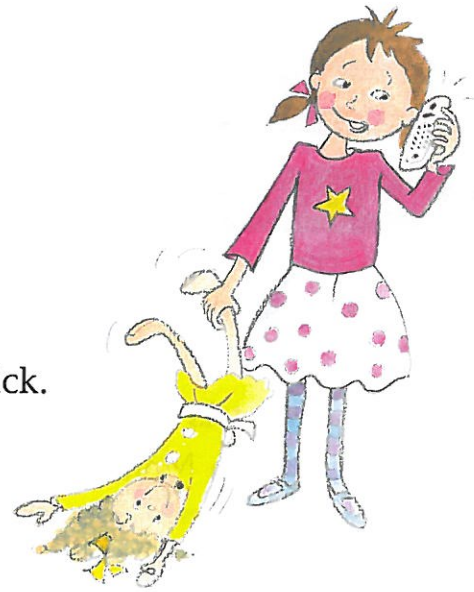


the teacher your mother your father

Unit 8 Lesson 3 Vocabulary: illnesses, injuries, treatments **Use of English:** *Shall I… ?;* **Read:** *Miss Polly had a dolly* **Talk:** roleplaying not feeling well; reciting and acting out poem

6 3 Read

Read and listen to the poem.



Miss Polly had a dolly

Miss Polly had a dolly who was sick, sick, sick,
So she called for the doctor to come quick, quick, quick.



The doctor came with his bag and hat,
And he knocked on the door with a rat-tat-tat.



He looked at the dolly and he shook his head,
He said, 'Miss Polly, put her straight to bed.'



He wrote on a paper for a pill, pill, pill,
'I'll be back in the morning with the bill, bill, bill.'

4 Talk

Ask about any words you don't understand.
Which words in the poem rhyme?

Language detective



Do you know a word that means the same as **sick**?

Clue: It rhymes with **pill** and **bill**.

5 Let's do it!

Learn the poem by heart! (**Learn by heart** means remember all the words without looking.) Make up actions to go with each line.

4 What are you doing next week?

1 Talk about it Tanya and David are sister and brother.

They are very busy children! Look at the family calendar. Ask and answer questions about what Tanya and David are doing each day of the week.

What **is** Tanya doing on Monday?

She's going for a swim.

What **is** David doing on Monday?

He's not doing anything.

What **are** Tanya and David doing on Friday?

They're playing football.

T = Tanya D = David

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
going for a swim  T	cleaning the barn  D	tidying her room  T	doing karate  D	playing football  T D	going for a walk  T D	visiting Grandma  T D

2 Talk

Partner A: You are Tanya or David.

Partner B: You are a friend of Tanya or David.

Phone your friend and invite her (or him) to play! You have to find a time when your friend is free.

Are you doing anything on ...?
Would you like to ...?

Language tip

Use **to be** + **-ing** to talk about plans.

I **am going** on holiday tomorrow.



Unit 8 Lesson 4 Vocabulary: daily activities, days of the week **Use of English:** present continuous to talk about future **Read:** facts versus opinions **Talk:** describing plans; arranging meetings

3 Write and talk

Make a calendar for one week. Write activities on three days. Leave the other days free! Here are some ideas:

going for a bike ride shopping with Mum going to Grandpa's house

Don't show your calendar to your partner! Ask each other:

What are you doing on (Monday)? Are you doing anything on (Tuesday)?

Find a day when you are both free. Plan an activity together.

4 Read



Silvia



Kai



Alex

Who says it? Listen and read. Match numbers 1–6 with the people.

1 Playing football is exciting and fun!

2 Walking makes your heart beat more quickly.

3 People do karate in many different countries.

4 Doing karate is difficult. You will find it difficult too.

5 I love going for walks. It's the best exercise.

6 Lots of people play football. It's good for your lungs and your muscles.

An **opinion** is what one person thinks. A **fact** is a piece of information.
Read the sentences again. Decide if each is an **opinion** or a **fact**.

5 Write

What do you think is the best exercise? Write your opinion. Say why.
Draw a picture of yourself doing this exercise.

5 Amazing facts

1 Talk about it Answer the quiz questions.

Cover up page 113 with paper so you can't see the answers. Don't peep! Talk about each question below and vote on the answer. Make a chart that shows how many children voted for each answer.

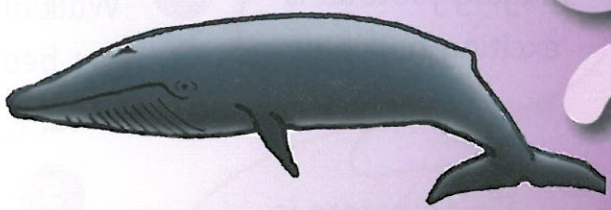
QUIZ

1 Which animal has more bones in its body, an elephant or a mouse?
- **a** an elephant
- **b** a mouse
- **c** they both have the same number of bones

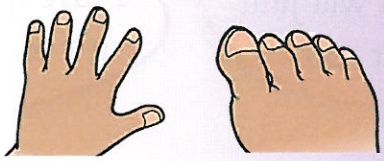
2 Who has more bones, a baby human or a grown-up?
- **a** a baby
- **b** a grown-up
- **c** they both have the same number of bones

3 Which has the most teeth, a whale, a shark or a human (the biggest mammal in the world)?
- **a** a human
- **b** a shark
- **c** a blue whale

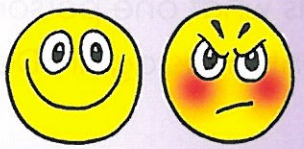




4 Which grow more quickly, your fingernails or your toenails?
- **a** your fingernails
- **b** your toenails
- **c** they both grow at the same speed

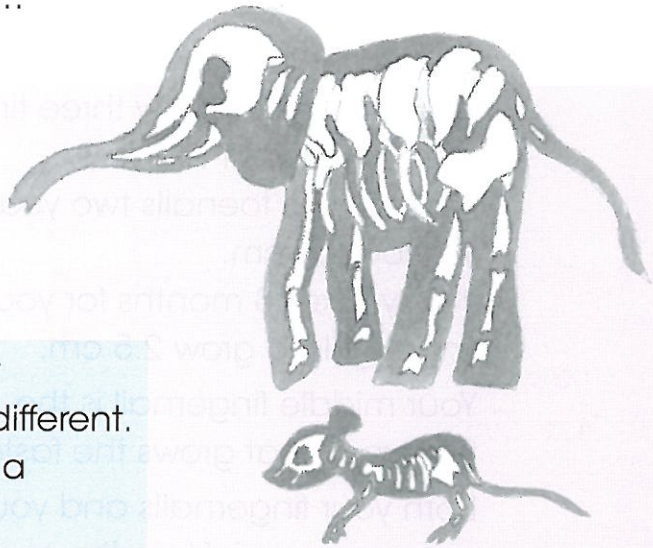


5 Do you use more muscles to smile or to frown?
- **a** you use more muscles to smile
- **b** you use more muscles to frown
- **c** it takes the same number of muscles to smile or frown



2 Read

Read to find the answers to the quiz questions... and to learn more amazing facts!



Answers

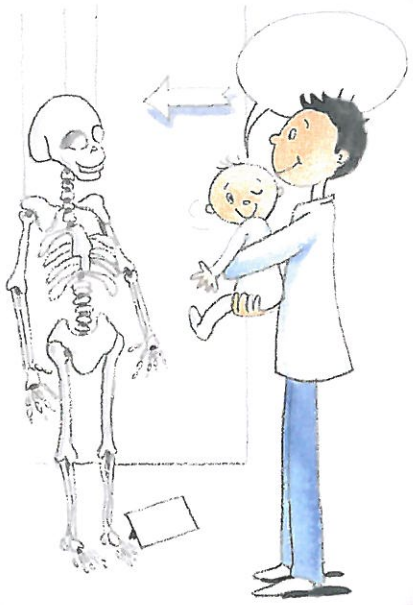
1 Which animal has more bones in its body, an elephant or a mouse?

Answer: **c**

All mammals have about the same number of bones. Of course the size of the bones is different. An elephant's bones are much bigger than a mouse's bones.

2 Who has more bones, a baby human or a grown-up?

Answer: **a**



A baby human has more bones than a grown-up. A baby has 270 bones when it is born. A grown-up has 206 bones. A baby's bones are smaller and softer than a grown-up's bones. As babies grow, some of their bones join together and become a bigger, harder bone.

3 Which has the most teeth, a whale, a shark or a human?

Answer: **b**

A shark can have up to 3,000 teeth. It loses teeth all the time and new teeth grow in place of the lost teeth. During its lifetime, one shark can have 20,000 teeth!

A human adult has 32 teeth. A human child has 20 teeth. When you lose your baby teeth, new teeth will grow in their place. But if you lose your adult teeth, they will not grow back.

Some whales have teeth, but the blue whale has no teeth. It swallows its food without chewing it.



a shark's tooth



4 Which grow more quickly, your fingernails or your toenails?

Answer: **a**

Your fingernails grow three times faster than your toenails.
It takes your toenails two years to grow 2.5 cm.
It only takes 8 months for your fingernails to grow 2.5 cm.

Your middle fingernail is the fingernail that grows the fastest.

Both your fingernails and your toenails grow more quickly in the summer and more slowly in the winter.



5 Do you use more muscles to smile or to frown?

Answer: **b**

You have more than 60 muscles in your face.
When you frown, you use 40 of those muscles.
When you smile, you only use 18 muscles.

Scientists did an experiment with frowning. They told people to look down, wrinkle their forehead, and press their lips together. They asked the people, 'How are you feeling?'
The people said, 'Upset.' 'Unhappy.' 'Worried.'
Frowning made the people feel bad!

Try frowning. Do you start to feel unhappy?
Now try smiling. Do you start to feel happier?



3 Talk

Look at the voting chart your class made.

For each question, how many children voted for the correct answer?

Which questions were the trickiest?

Look at the facts on pages 113 and 114. In your opinion, which fact is the most amazing?

Write it down. How many people had the same opinion as you?

4 Word study

Look at these words from the quiz. Act out or draw a picture of one of the words. Can your partner guess which word it is?

bone	toenail	smile
fingernail	frown	upset
forehead	grow	shark
muscle	join together	whale
tooth	lips	

5 Read

Can you guess the answer to this riddle?

What am I?

Every minute, every day,

Asleep, awake, I pump away.

I make a bright red river flow

From the top of your head to the tip of your toe.

Thump, thump, beat, beat, all day long,

Exercise and sleep will keep me strong.

What am I?



6 Choose a project

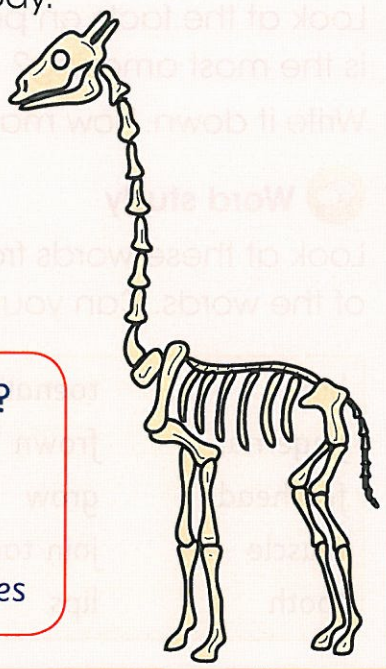
1 Write a quiz for your class

1 Learn some new facts about the bones in our body.

2 Write a quiz, like the Amazing Facts quiz in Lesson 5. Write three answer choices for each question.

3 Give the quiz to your classmates.

Here is an example:



Who has more neck bones: a human or a giraffe?

a a human

b a giraffe

c they both have the same number of neck bones

2 Write a book called 'Let's move!'

1 Work with a group to write a book.

2 Each person thinks of an exercise or a race.

3 Write instructions and draw pictures to explain your exercise or race. (For ideas, look at the instructions for Jumping jacks on page 105.)

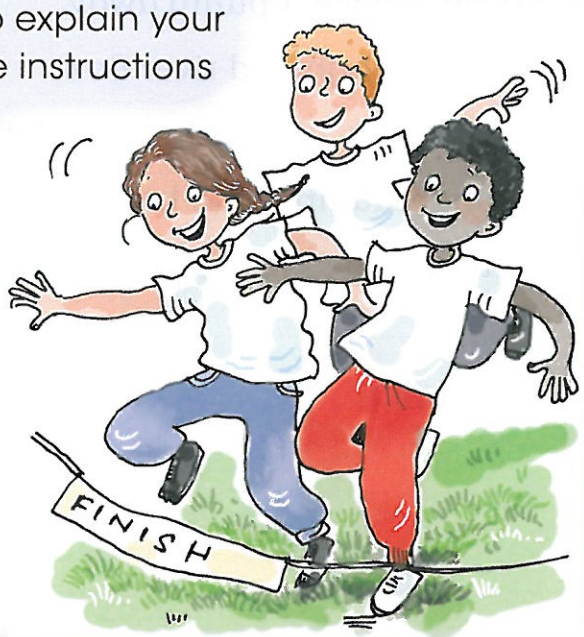
3 Share your book with the class. Do the races and exercises!

A hopping race

1 Stand on the start line. Say, 'Go!'

2 Hop to the finish line.

3 The first person to finish is the winner.



Reflect on your learning

How can we take care of our body?



1 How many parts of the body can you name? Write a list with your partner.

2 Re-read one of the sections in Lesson 2: 'How can we stay healthy?' Write a question about the information there. Give your question to another person to answer.

3 Write two sentences about things you will do this week to stay healthy and strong.

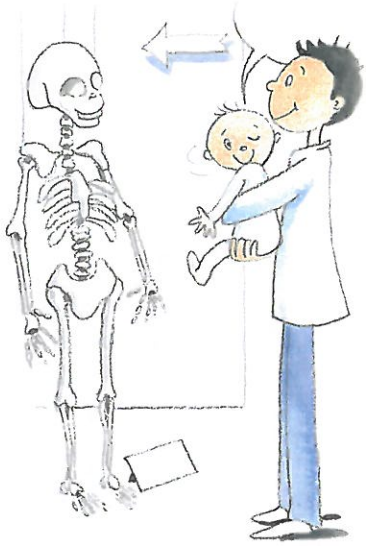
4 Pretend that you are ill or hurt. What's the matter? Look at Lesson 3 for some ideas. Act out the problem. The class will ask questions and try to guess what's wrong.

Does your head hurt? Have you cut your finger?

You can only answer *yes* or *no*.



5 What were the two most interesting things you learned about the human body in this unit?



Look what I can do!

1 I can talk about parts of the human body.
2 I know some ways to stay healthy and strong.
3 I can talk about being hurt or not feeling well.
4 I can say some amazing facts about our body.

9 Big and little

We're going to:

talk about and compare size
give opinions and explain why
learn about big and little robots
play a game and do an experiment
read about and discuss a tall tale

1 Talk about it

Do you go to a big school or a little school?
What do you like about your school?

60 2 Listen

Listen to the interview with Mark and Sofia.

1 Why does Mark like his small school?
2 Why does Sofia like her big school?
3 Which do you like better, small schools or big schools? Why?

I like ____ schools better because ...

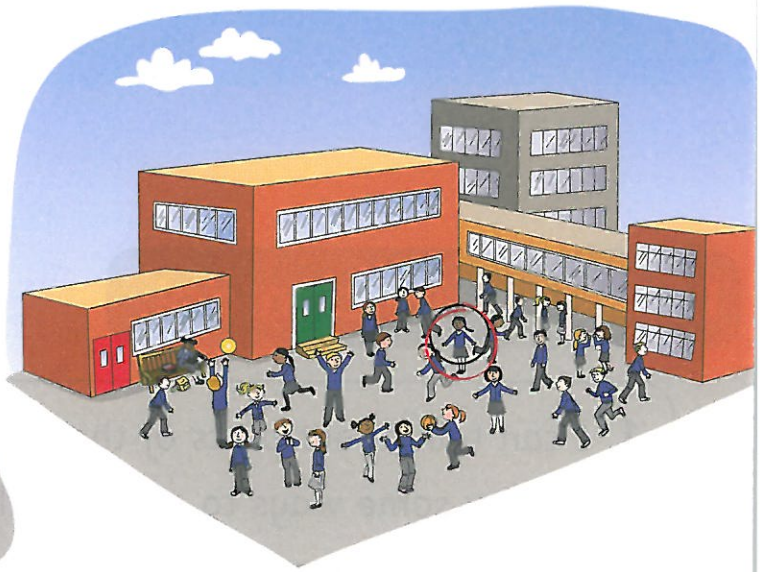


A



Mark's school

B



Sofia's school

Unit 9 Lesson 1 **Use of English:** using *because* to give reasons **Listen:** recognising opinion of speaker **Read:** identifying the speaker **Talk:** comparing, expressing opinions, providing reasons

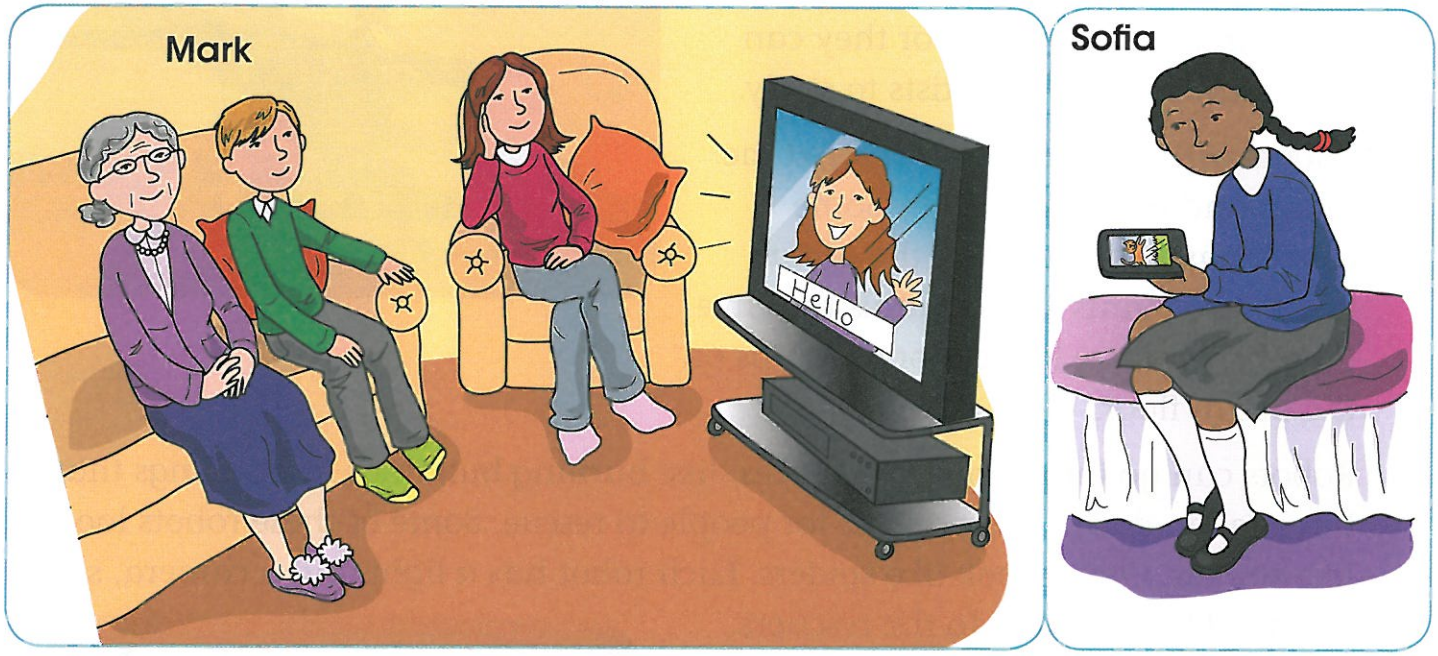
50 **3** **Read**

Who said each of these sentences, Mark or Sofia?
Write your answers, then listen again to check.

1 'When children are only five years old, a big school can be quite scary.'
2 'At my school, everyone knows everyone else!'
3 'There's not much space to play football.'
4 'It can be very noisy sometimes.'
5 'There's lots of space to run around.'

51 **4** **Listen and talk**

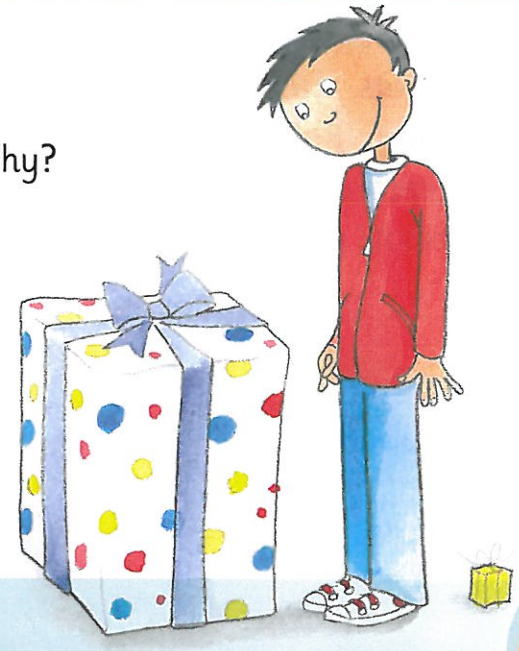
Listen to Mark and Sofia again. Answer the questions below.



1 Why does Mark like big screens?
2 Why does Sofia like small screens?
3 Which do you like better, big or small screens? Why?

5 **Talk**

What do you think is inside the huge present?
What do you think is inside the tiny present?
In general, which do you like better, big presents or little presents? Why?



2 All kinds of robots

1 Talk about it Look at the pictures of **robots**.

What do you think a robot can do?

62 **2 Read**

Read and listen to learn about robots today and robots in the future.

Robots that explore

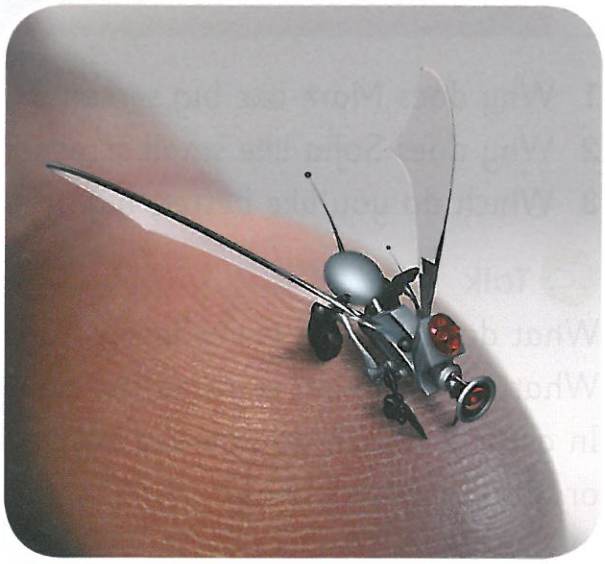


Robots can go to places where it is hard for people to go. They can take photos, they can measure things or they can collect samples for scientists to study.

Robots with wheels have explored the moon and the planet Mars. Some robots have gone deep in the ocean to explore plants and animals that live there. They have looked for old ships on the ocean floor.

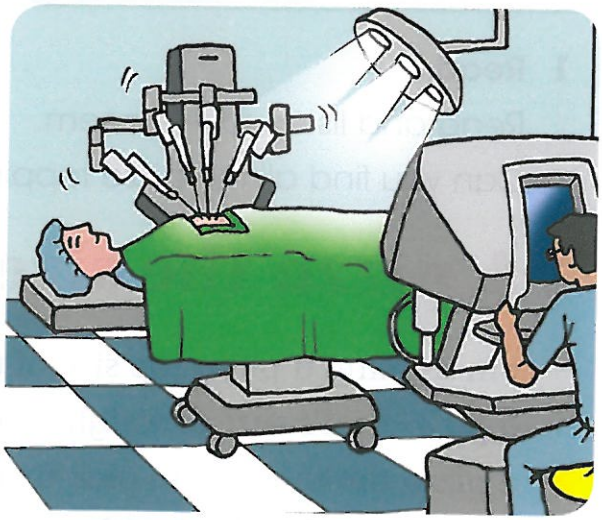
Robots can go into dangerous places, like burning buildings or buildings that have fallen down. They search for people to rescue. Some of these robots look like snakes. Others look like spiders. Each robot has a light and a camera, so it can send information to the rescuers.

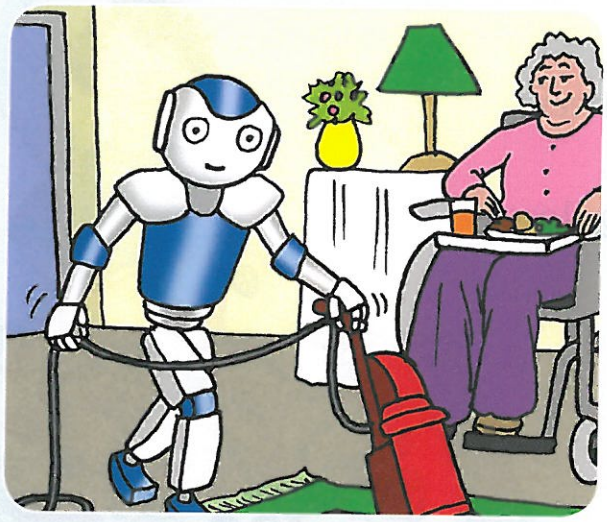
Scientists are now building tiny flying robots, the size of a bee.
These 'Robobees' are designed to explore small spaces where bigger robots can't go.



Robots in hospitals

In hospitals, robots help doctors do operations inside a patient's body. A doctor sits at a computer and shows the robot what to do. The robot arms hold tiny tools and lights. The tiny tools can reach places that a doctor's hands can't reach, like inside a patient's brain. Together, the robot and the doctor make an excellent team!





Robots at home

Have you ever thought about living with a robot? Scientists in Japan have built a robot that looks like a child in a spacesuit. Scientists want the robot to be a helper for people who are old or in wheelchairs. Right now, the robot can understand some spoken instructions. It can walk, climb stairs, turn on the light, open doors, and carry things.

3 Read and talk

What do robots look like?

Some robots ... Other robots ...

Find some things robots can do that humans can't do.

4 Write and talk

With your partner, write four questions about the text.
Swap your questions with another pair. Answer their questions.

5 Write

Design your own robot! Draw a picture and write about it.

3 As big as the sun

63

1 Read

Read and listen to the poem.
Can you find all the pizza toppings in the picture?

A pizza the size of the sun

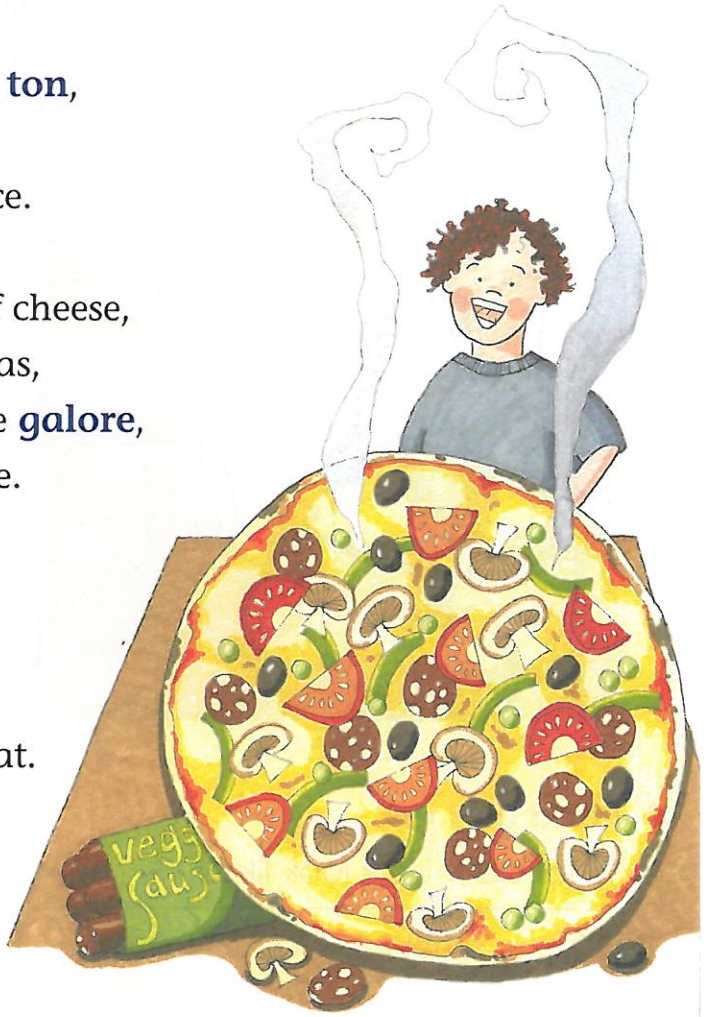
I'm making a pizza the size of the sun,
a pizza that's sure to weigh more than a **ton**,
a pizza too massive to pick up and toss,
a pizza **resplendent** with oceans of sauce.

I'm topping my pizza with mountains of cheese,
with **acres** of peppers, pimentos, and peas,
with mushrooms, tomatoes, and sausage **galore**,
with every last olive they had at the store.

My pizza is sure to be one of a kind,
my pizza will leave other pizzas behind,
my pizza will be a **delectable** treat,
that all who love pizza are welcome to eat.

The oven is hot, I believe it will take
a year and a half for my pizza to bake.
I can hardly wait til my pizza is done,
my wonderful pizza the size of the sun.

Jack Prelutsky



Vocabulary

ton: a heavy weight
resplendent: looking wonderful
acre: a big size
galore: a lot of them
delectable: delicious

2 Read and talk

What does the poet say instead of **a lot of**:
a lot of sauce, **a lot of** cheese?
Why does he use those words?

3 Write

Draw and write about your own 'one of a kind' pizza.

1 What will you put on your pizza? I'm topping my pizza with...
2 How big will your pizza be? My pizza will be the size of...
3 How long will it take to bake your pizza?
4 Who will you share your pizza with?

Writing tip

Use commas to separate words in a list. Don't use a comma before the word ***and***.

... olives, peppers, onions and a mountain of cheese.

4 Use of English

When we compare numbers, we can use the words **more than** or **less than**:

50 is **more than** 40. 40 is **less than** 50.

Ask your partner some more number questions like this:

Which is **more**, 32 or 38? Which is **less**, 65 or 56?

5 Let's do it!

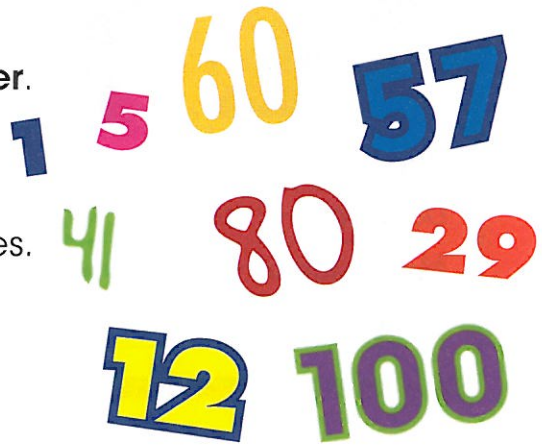
You are going to play a game called **Secret Number**.

Write the numbers 1–100.

Listen. Can you work out the answer?

Play the Secret Number game again with classmates.
One of you will choose a number.
The others will ask questions like this:

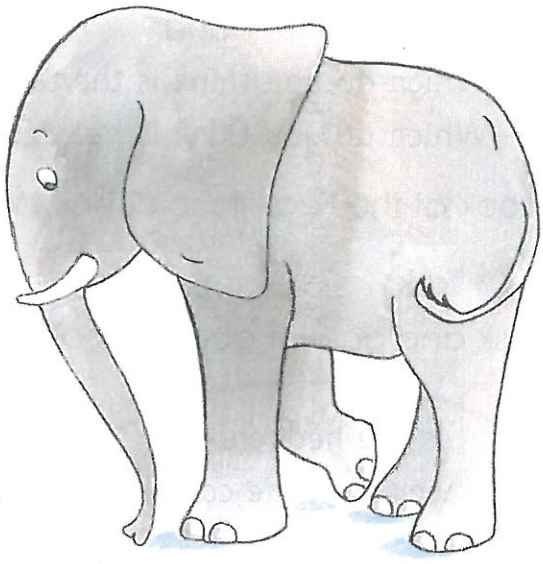
Is it more than ... ? Is it less than ... ?



6 Word study

Which words mean **big** or **very big**?
Which words mean **little** or **very little**?

huge	large	small
enormous	gigantic	massive
giant	tiny	great
teeny-weeny		





4 Tallest, longest, heaviest

1 Talk about it What is the biggest animal you have ever seen? And the smallest?

2 Use of English

Look at the very small animals in the Fact file.

1 The hedgehog is **the longest**. How long is it?
2 Which is **the lightest**? How much does it weigh?
3 Which is **lighter**, the mouse lemur or the dart frog?

Fact file





Very big animals

Giraffe – 5 m tall, weighs 1,000 kg
African elephant – 3 m tall, weighs 5,000 kg
Camel – 2 m tall, weighs 600 kg

Very small animals

Dart frog – 1 cm long, weighs 2 g
Mouse lemur – 6 cm long, weighs 45 g
Hedgehog – 25 cm long, weighs 500 g





Look at the photos of the very big animals but hide the Fact file writing with your hand.

1 Which do you think is the tallest?
2 Which do you think is heavier, the elephant or the camel?

Look at the Fact file to check. Were you right?

3 Talk

Ask and answer questions about all the animals with your partner.

Is the hedgehog heavier than the camel?

No, it isn't!

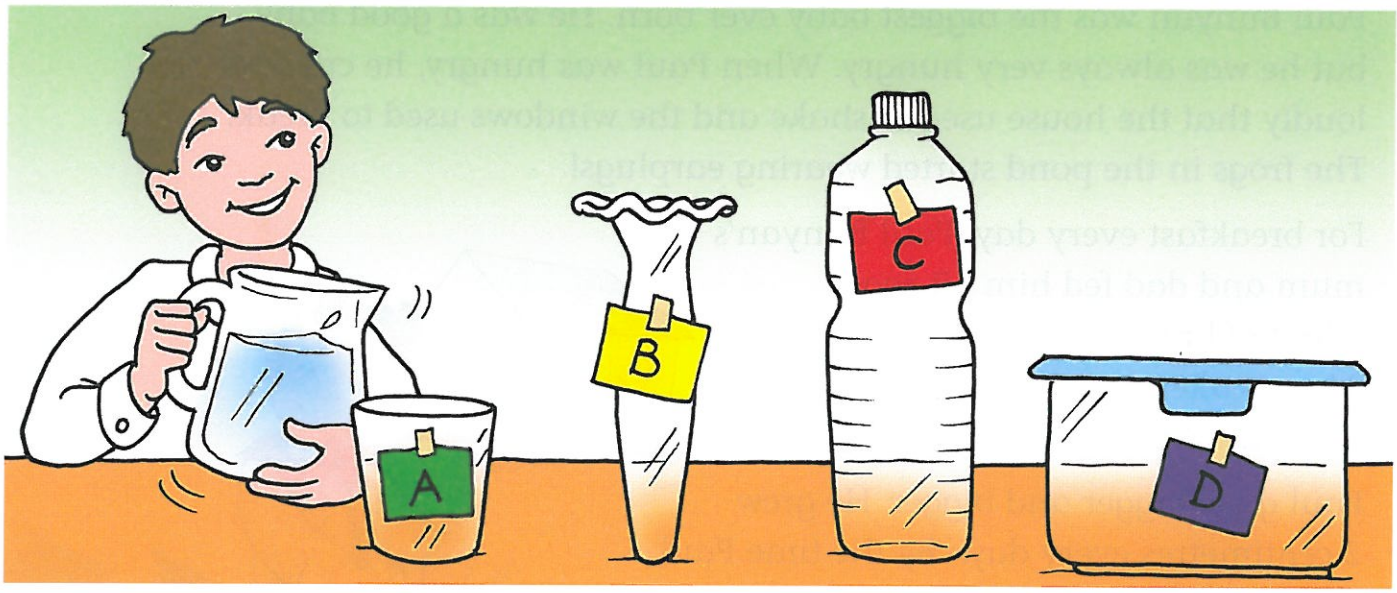
Is the dart frog the lightest animal?

Yes, it is!

4 Talk

Look at the picture of containers A–D.

1 Which container is the tallest? Which is the shortest? [
2 Which container is the widest? Which is the narrowest?
3 Which do you think will hold **more** water, A or B?
4 Which do you think will hold **more** water, C or D?
5 Which do you think will hold **less** water, A or D?
6 Which container do you think will hold **the most** water?
7 Which do you think will hold **the least** water?



5 Let's find out!

Get 4 containers that are different shapes and sizes.
Line up the containers. Start with the one you think will hold the least water.
Finish with the one you think will hold the most water.
Label the containers A, B, C, and D. Get some water and test it out.
Write sentences about what you found out.

Container ___ holds the most water.
Container ___ holds the least water.
Container ___ holds more water than Container ___ .

6 Write

Write instructions for how to do the experiment.
Use **First ...** , **Next ...** and **Finally ...** .

5 A tall tale

1 Talk about it Do you know a story about a character who is very big or very small?

65 **2 Read**

Read and listen. Is the text fiction or non-fiction? Look and listen for clues.

The story of Paul Bunyan

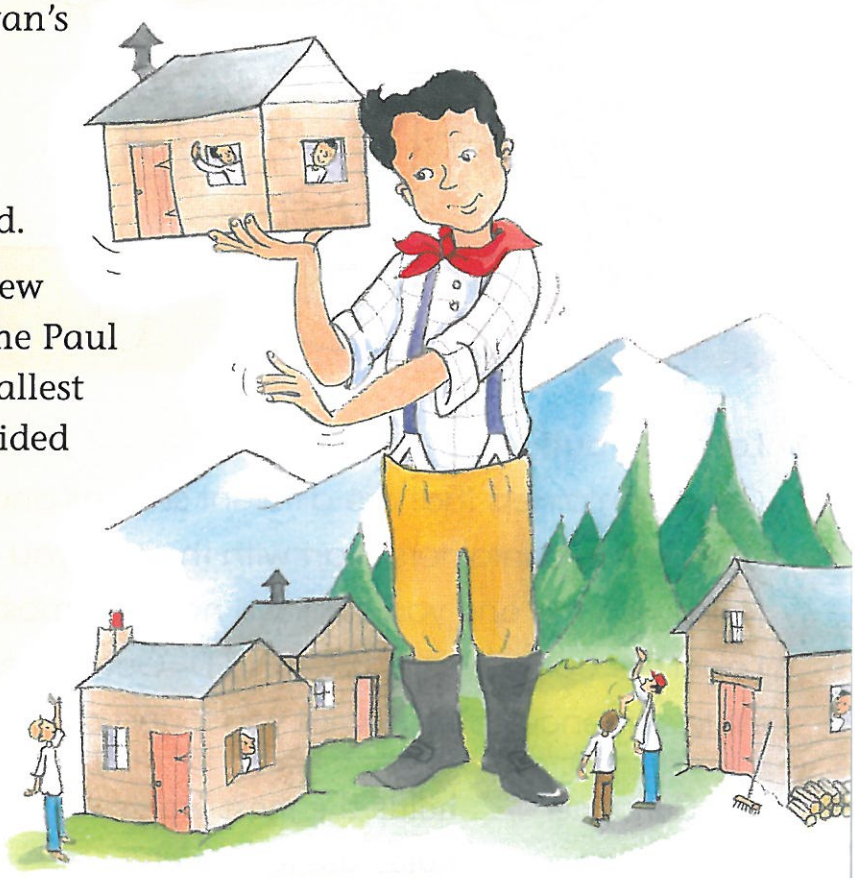
Paul Bunyan was the biggest baby ever born. He was a good baby but he was always very hungry. When Paul was hungry, he cried so loudly that the house used to shake and the windows used to break. The frogs in the pond started wearing earplugs!

For breakfast every day, Paul Bunyan's mum and dad fed him 12 eggs, a loaf of bread, 10 bananas and 24 pancakes with lots of syrup. Pancakes were Paul's favourite food.

Paul grew bigger and bigger. He grew 2 centimetres every day. By the time Paul was seven, he was taller than the tallest home in his village. His family decided to move north where there would be more room for Paul to grow.

'I am sad to leave our little house,' said Paul's mum.

'Let's take it with us!' said Paul. He picked up the house with his mum and dad inside and carried it over the mountains and rivers.



Language detective

What do you think **earplugs** means? Look for clues in the story.

Paul went to school, but he was too big to fit inside the school building. He had to lie outside on the grass and watch through the window. After school, the children used to come and play with Paul. But sometimes he felt lonely.



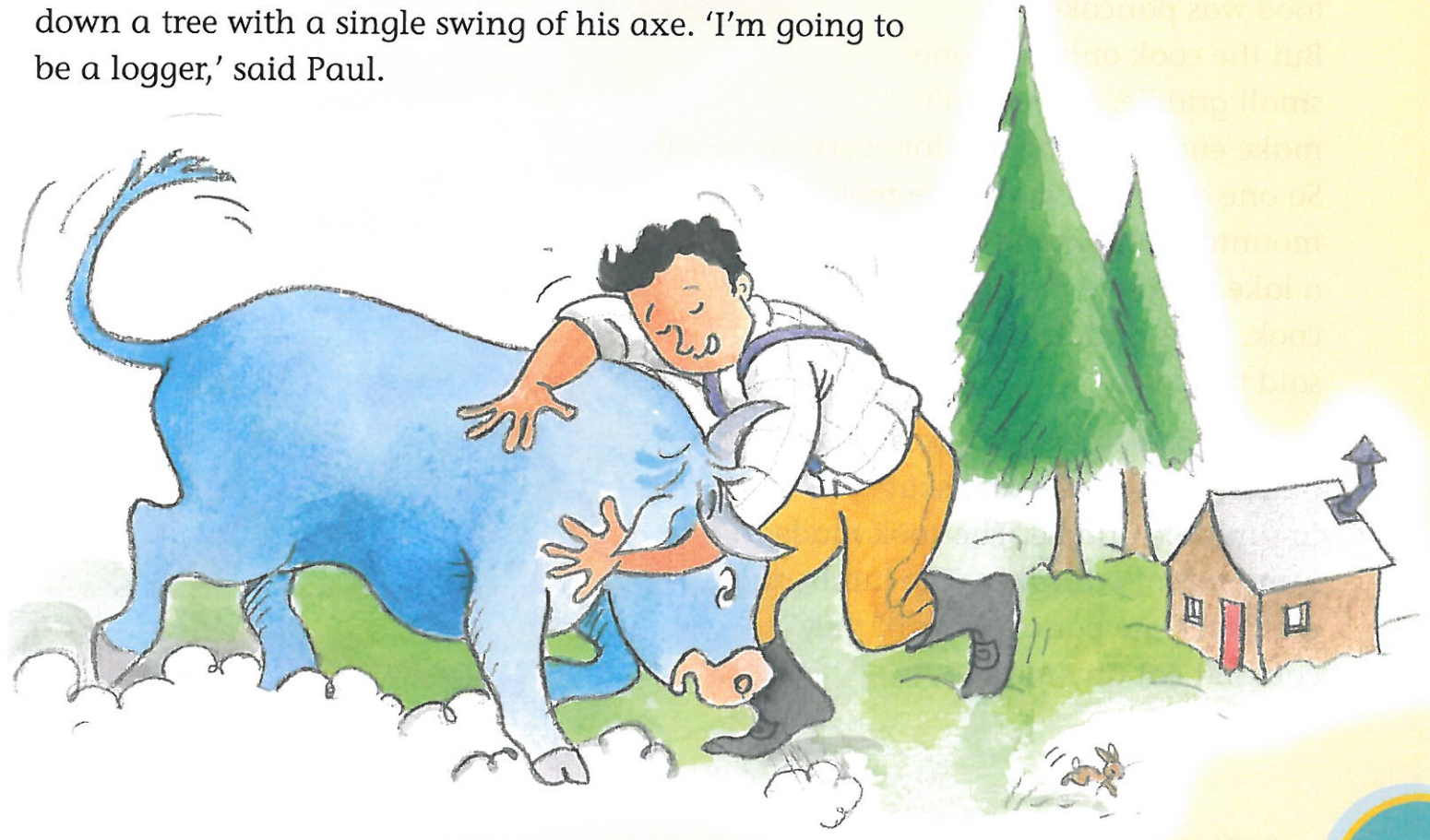
'What's the matter?' Paul's mum asked.

'I wish I had a friend who was my size,' Paul said to his mum.

One winter, there was a huge snowstorm. Paul heard something crying outside. He went out in the storm to see who was there. He dug through the snow and found a baby ox – a very big baby ox, just the right size to be Paul's friend. The ox was so cold that it had turned blue. Paul brought the ox inside. He called the ox Babe.

Paul and Babe the Blue Ox became best friends. They loved wrestling together. At night, Paul used to read bedtime stories to Babe.

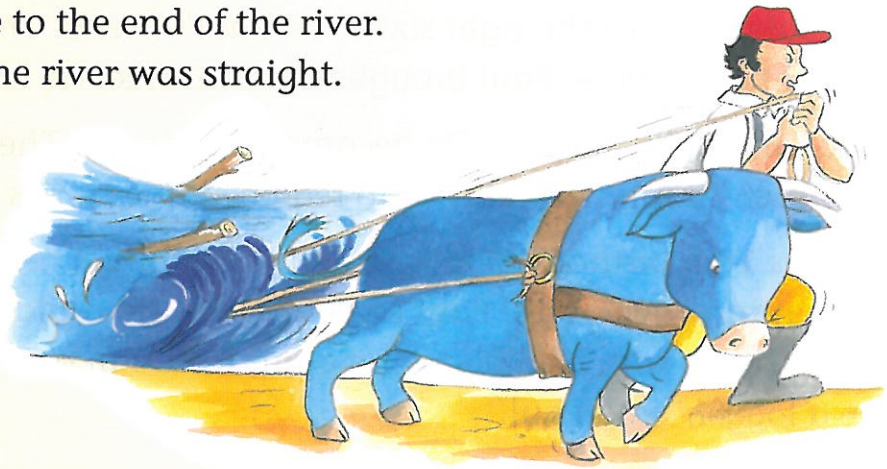
On his 18th birthday, Paul's parents gave him a huge axe for cutting down trees. Paul loved his axe. He could cut down a tree with a single swing of his axe. 'I'm going to be a logger,' said Paul.



Paul and Babe the Blue Ox set out for the big forests. They met a group of strong men and together they became a team of loggers. The men cut down trees with their axes and Babe dragged the logs to a long curvy river. The logs floated down the river to the town where they were sold.



Paul and the loggers worked so fast that the river filled with logs. The logs got stuck in the curves of the river. Paul hitched Babe to the end of the river. Babe pulled and pulled until the river was straight. The logs became unstuck and floated quickly to the town.



All the loggers loved eating. Just like Paul, their favourite food was pancakes. But the cook only had one small griddle. He couldn't make enough pancakes for everyone to eat. So one day, Paul dug some metal out of a mountain and made a griddle as big as a lake. He gave the griddle to the cook. 'This griddle is perfect!' said the cook.



The cook's helpers put pieces of butter on their feet and skated around the griddle. The cook made hundreds of pancakes. The lumberjacks and Babe ate pancakes until they couldn't eat any more.

Unit 9 Lesson 5 Read: *The story of Paul Bunyan* **Vocabulary:** compound words **Talk:** story events and character traits; expressing opinions **Values:** qualities of a hero

3 Talk

1 Look at the pictures in the story. Say what is happening in each picture.

2 When Paul Bunyan was a little boy, he grew 2 cm every day. How much did he grow in a week? How much did he grow in a 30-day month?

3 Which part of the story did you like best?

4 Read

Read each sentence. Is it **true** or **false**?

1 Paul Bunyan's parents were very big.

2 When Paul was a child, he learned to read.

3 Paul wanted a friend his own size.

4 Paul met Babe the Blue Ox in the summer.

5 Babe the Blue Ox was very strong.

6 Paul's favourite food was bananas.

5 Values

Which of these words describe Paul Bunyan? Do you think Paul Bunyan is a hero? Why or why not?

enormous angry kind strong quiet scary friendly helpful

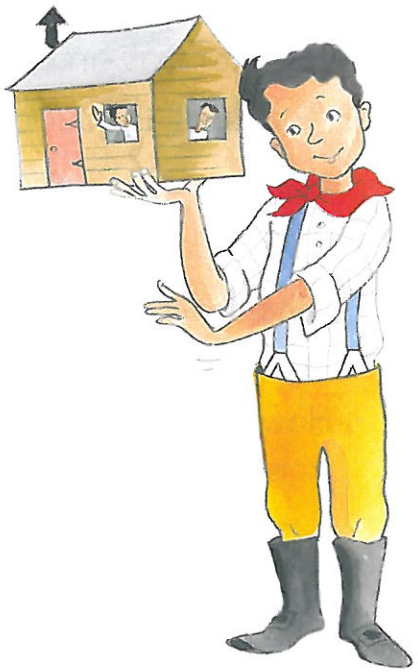
6 Word study

Compound words are made of two smaller words:

bed + room = bedroom

Make four compound words by matching a word from **A** with a word from **B**. All the words are in the story. Use each word in a sentence.

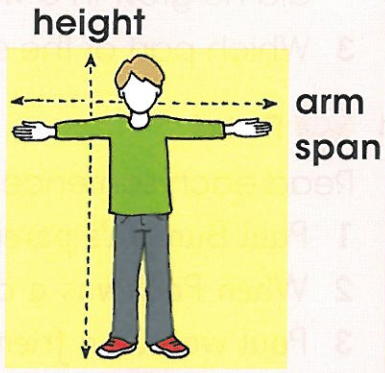
A	**B**
snow	time
birth	storm
pan	day
bed	cake



6 Choose a project

1 Do a measurement survey

Which is greater, your height or your arm span?
Is the answer the same for everyone in your class?



1 Do a survey. Use a tape measure. Measure at least 10 children in your class.

2 Write each child's name and measurements.

3 Then make a chart with the results:

Height is greater than arm span	Arm span is greater than height	Height and arm span are the same
Luis Lupe	Marta	Karina Meng

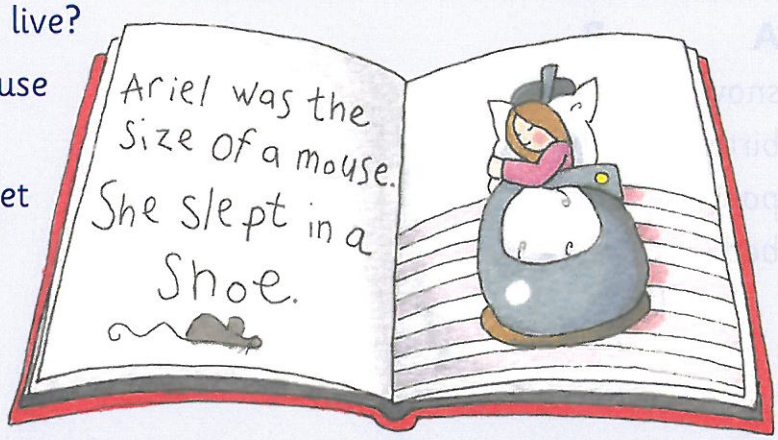
2 Write a story about a small character

Write a story about a character who is very small. Imagine that your character has an adventure. Say what happens. Draw pictures, too.

- How small is your character?

  the size of ... as small as ...

- Where does your character live?
- What does your character use as a bed?
- How does your character get from one place to another?



Reflect on your learning

How can we describe and compare size?

1 Which do you like better, big dogs or little dogs? Explain why.

2 Choose five objects in the classroom. Draw pictures and write the word under each picture. Write sentences comparing the size of the objects. Use these words:

longer than	the longest
shorter than	the shortest

3 With a partner, play the Secret Number game (see Lesson 3) but with the numbers **1–30**. Play the game twice.

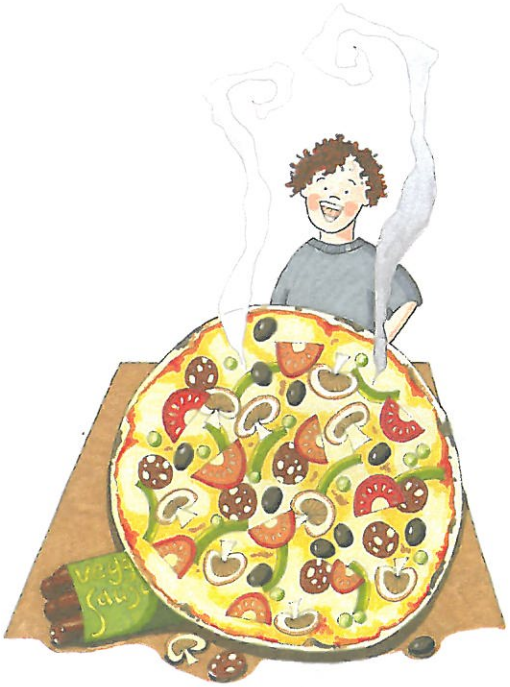
Is it more than 10?

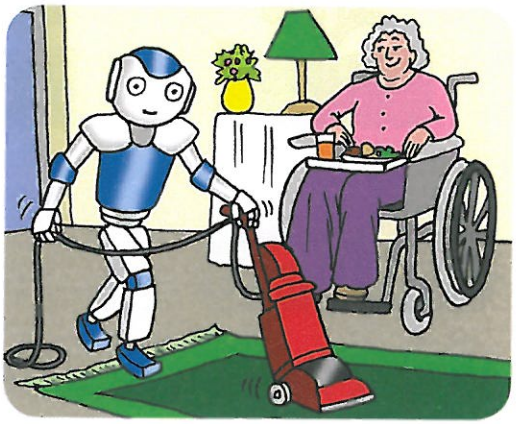
Yes, it is.

Is it less than 20?

No, it isn't.

4 What interesting things did you learn about big and little robots in this unit?





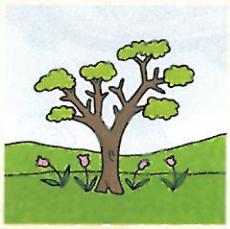
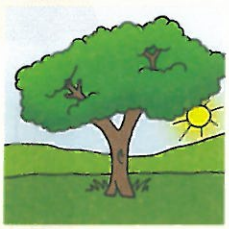
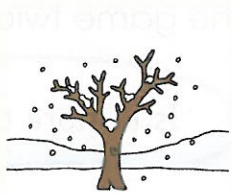
Look what I can do!

1. I can talk about and compare size.
2. I can give opinions and explain why.
3. I can talk about big and little robots.
4. I can play a game and do an experiment about **more** and **less**.
5. I can read about and discuss a tall tale.

1 Months of the year

January	February	March	April
May	June	July	August
September	October	November	December

2 Seasons

Spring	Summer	Autumn	Winter
			

3 Weather

What's the weather like?

It's sunny.



It's cloudy.



It's windy.

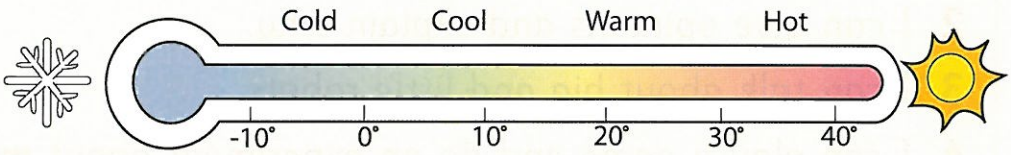


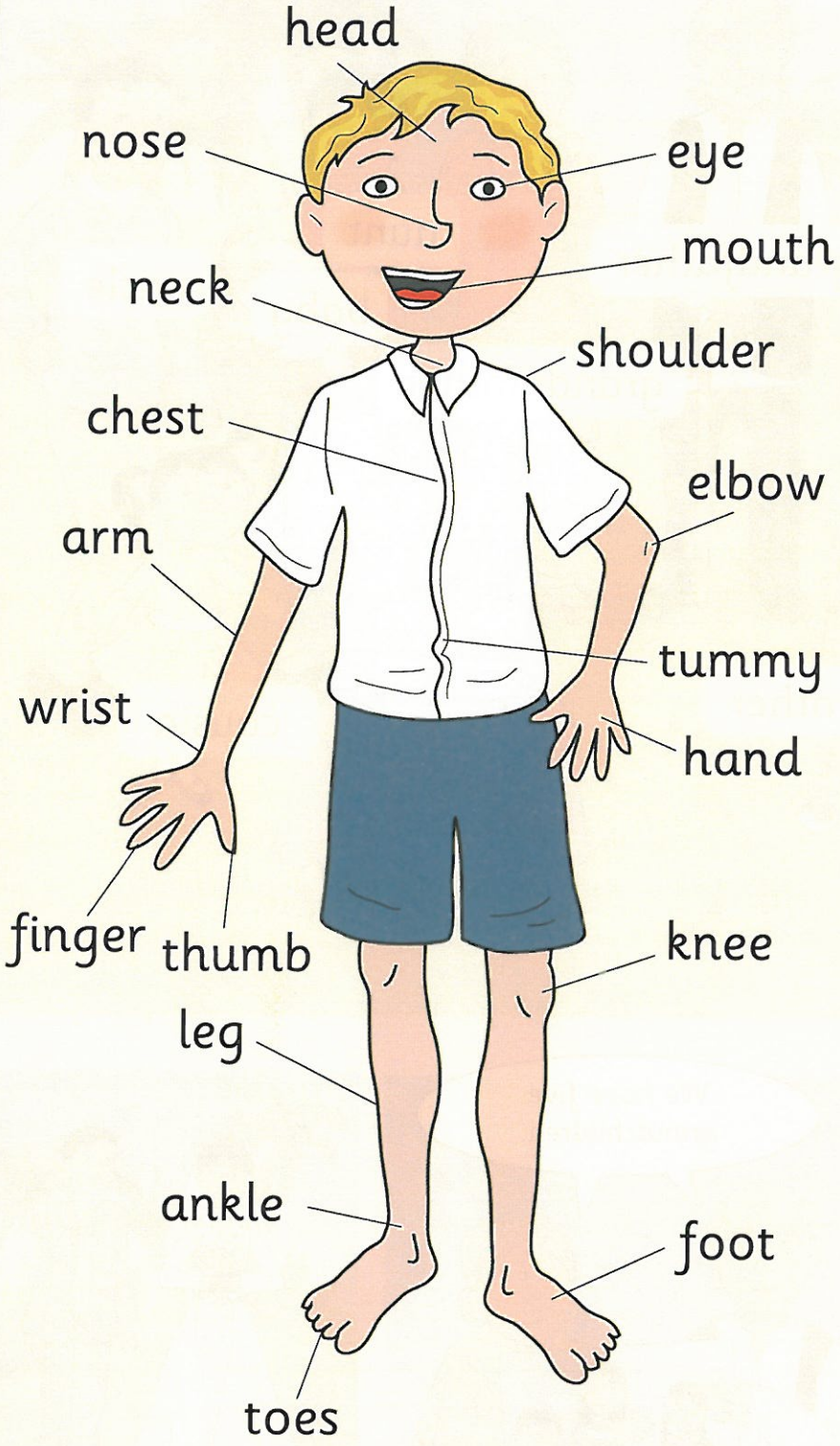
It's raining.



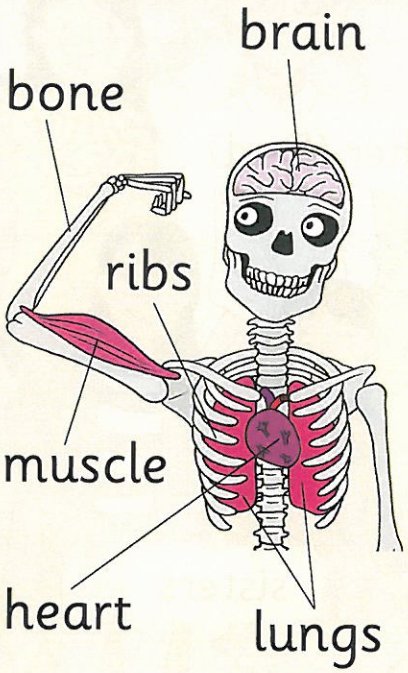
It's snowing.



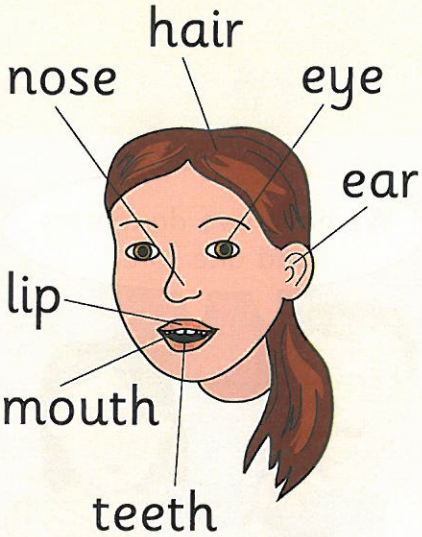




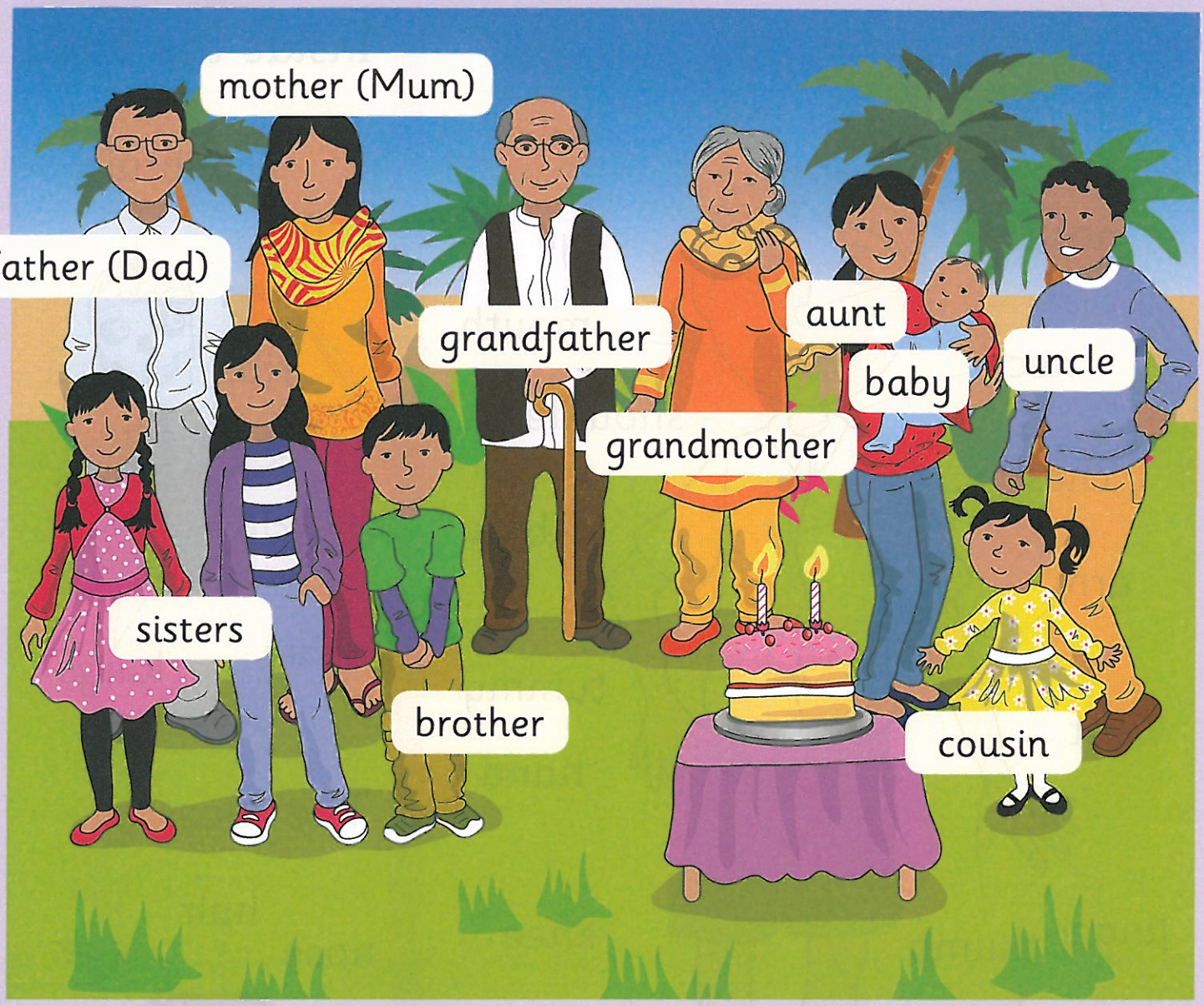
Inside the body

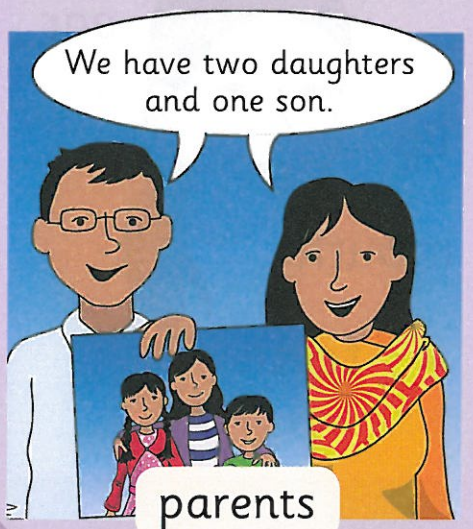


The face



4 Family





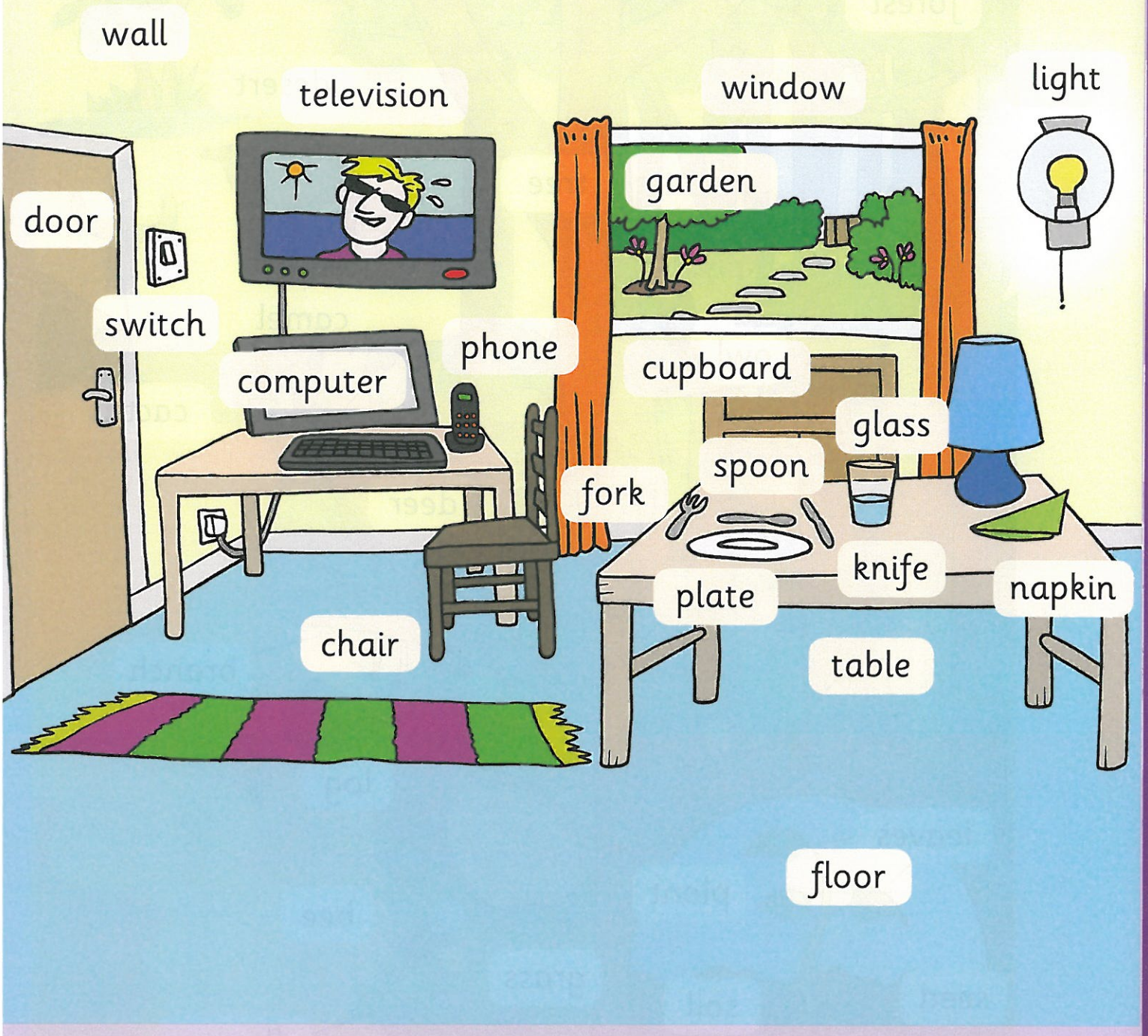
parents

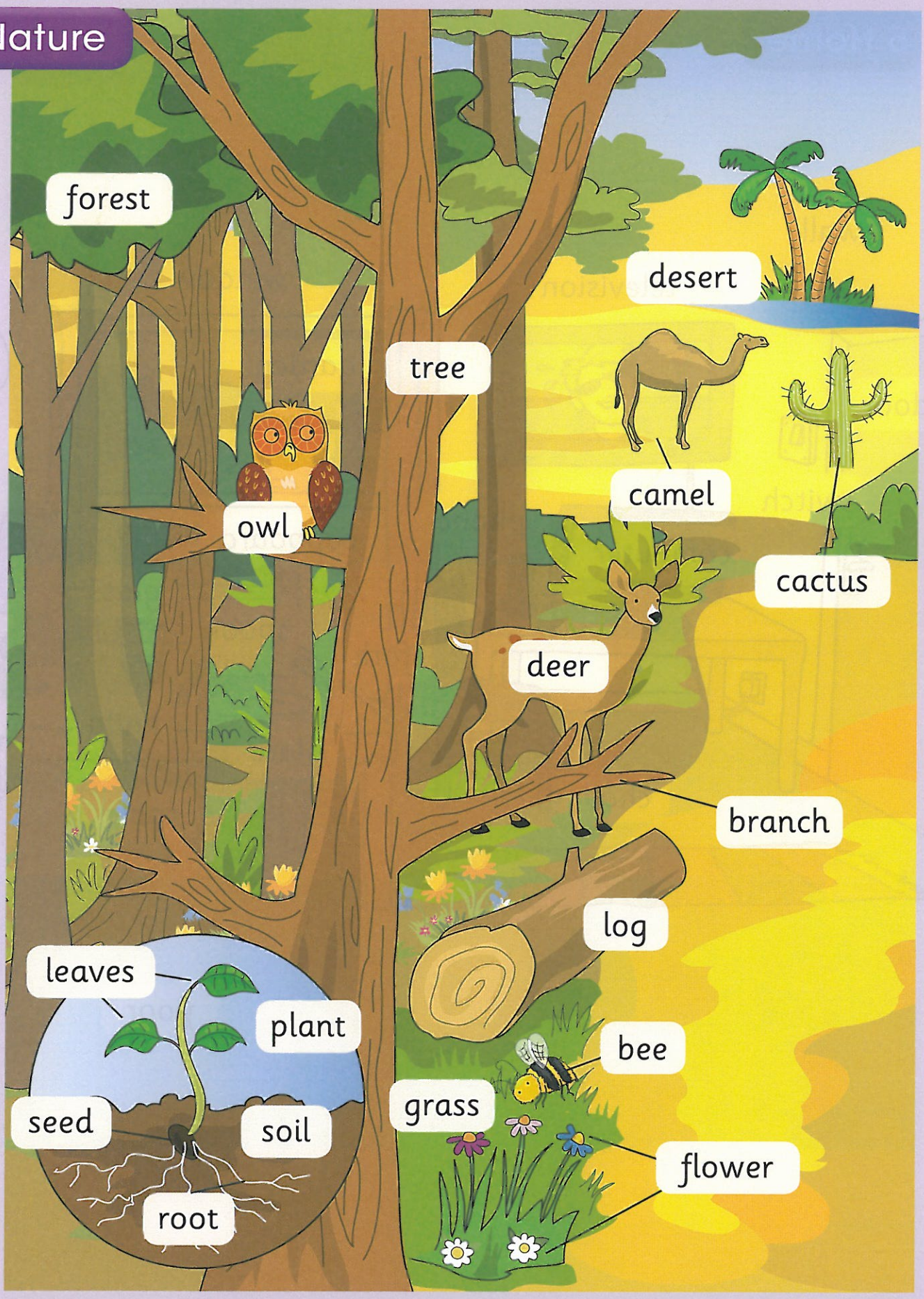


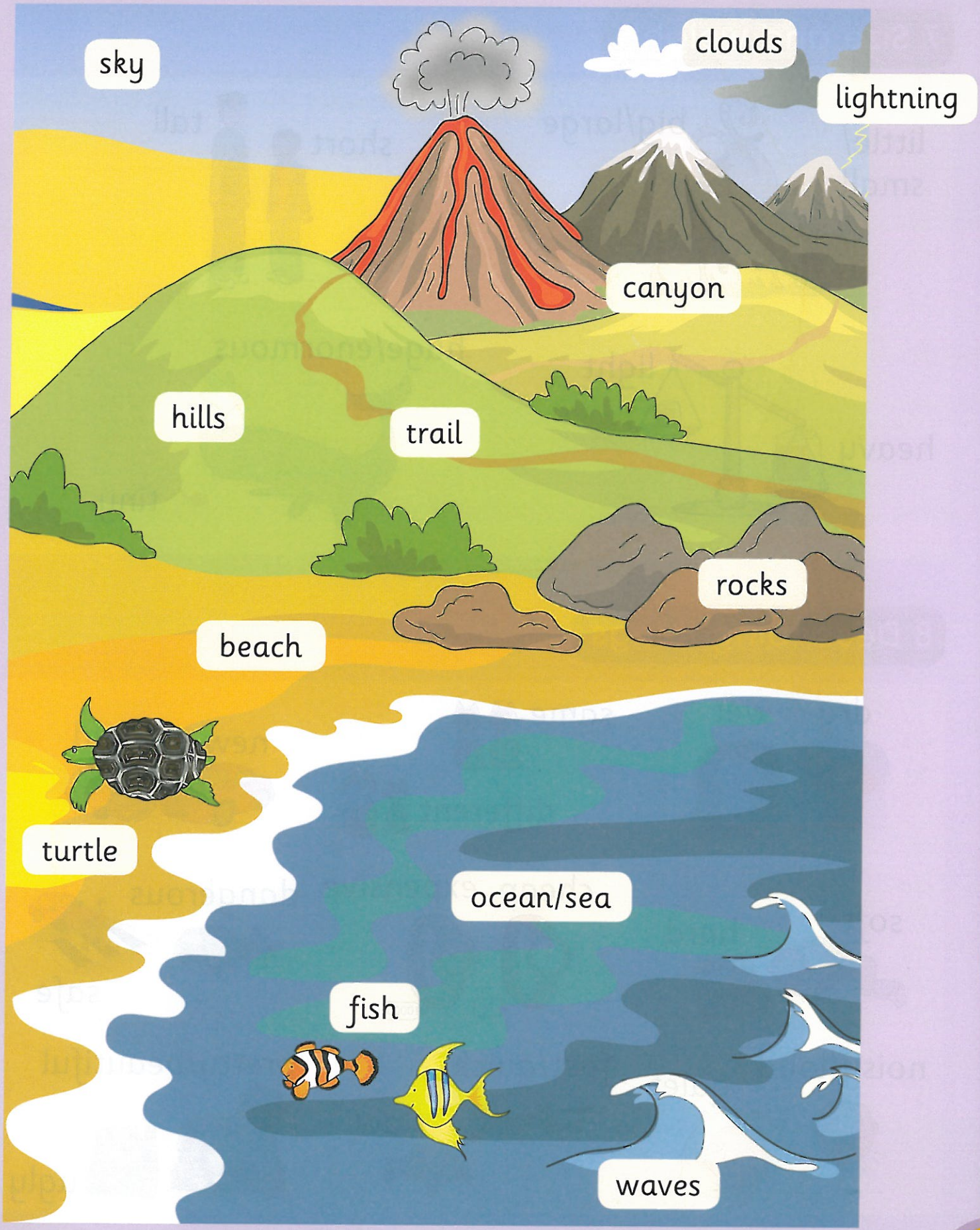
grandparents



husband and wife

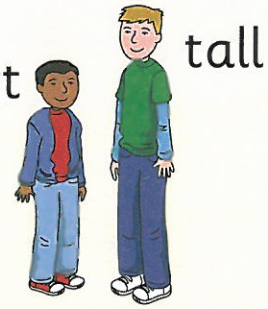

wall
television
window
light
door
garden
switch
phone
computer
cupboard
glass
spoon
fork
knife
napkin
plate
chair
table
floor

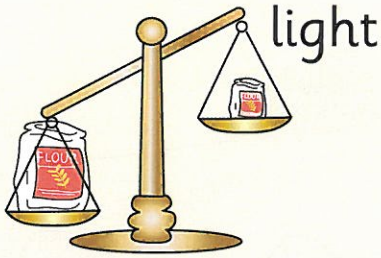

forest
tree
owl
desert
camel
cactus
deer
branch
log
leaves
plant
seed
soil
root
grass
bee
flower

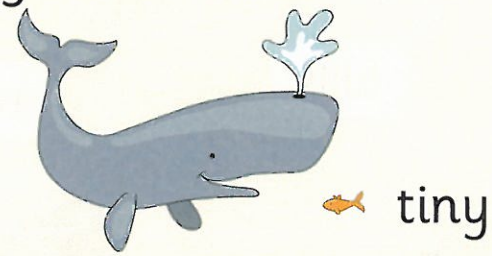

sky
clouds
lightning
canyon
hills
trail
rocks
beach
turtle
ocean/sea
fish
waves

7 Size and weight



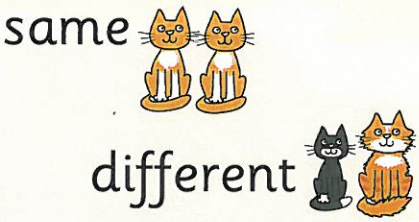


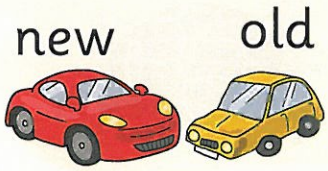




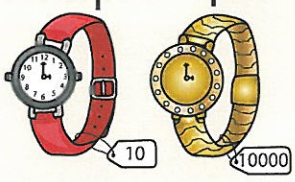
8 Describing things

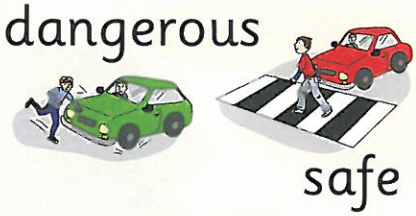


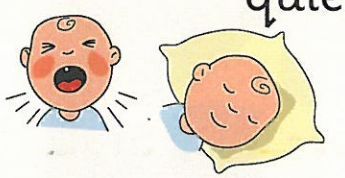


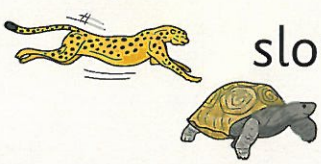














9 Describing people

friendly/nice/kind

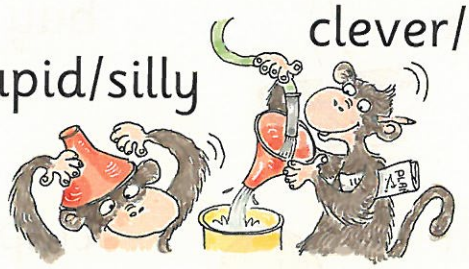


unfriendly/mean/unkind



clever/wise

stupid/silly



young

old



rich

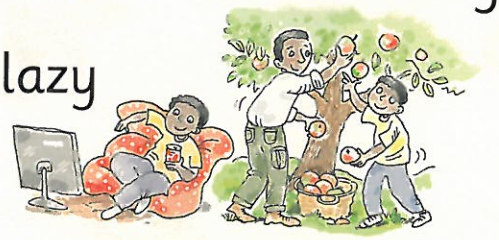


poor



hardworking

lazy



ill/sick



healthy/well

impolite/rude



polite

10 Feelings

angry/cross 

confused 

excited 

bored 

sad/upset 

tired 

happy 

hungry 

11 Verbs

break 

buy 

carry 

catch 

clap 

climb 

cry 

dancer 

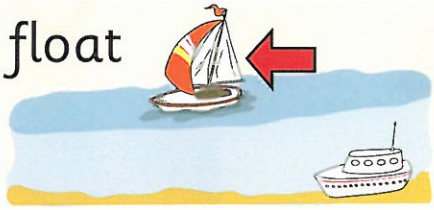
dream 

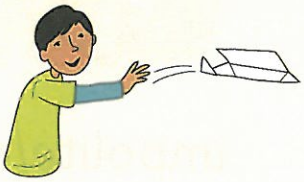
drink 

eat 

fall 

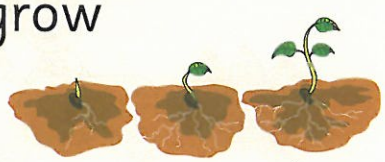
find 

float 

fly 

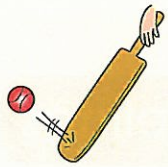
give 

go 

grow 

hear 

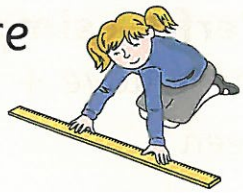
help 

hit 

hold 

hop 

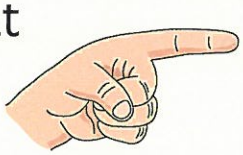
kick 

measure 

move 

open 

play 

point 

pull 

push 

read 

ride 

run 

shake 

sing 

sit 

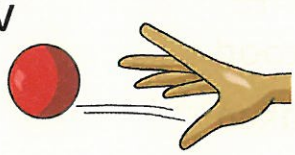
sleep 

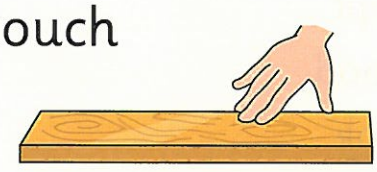
smile 

stand 

stop 

think 

throw 

touch 

turn 

wash 

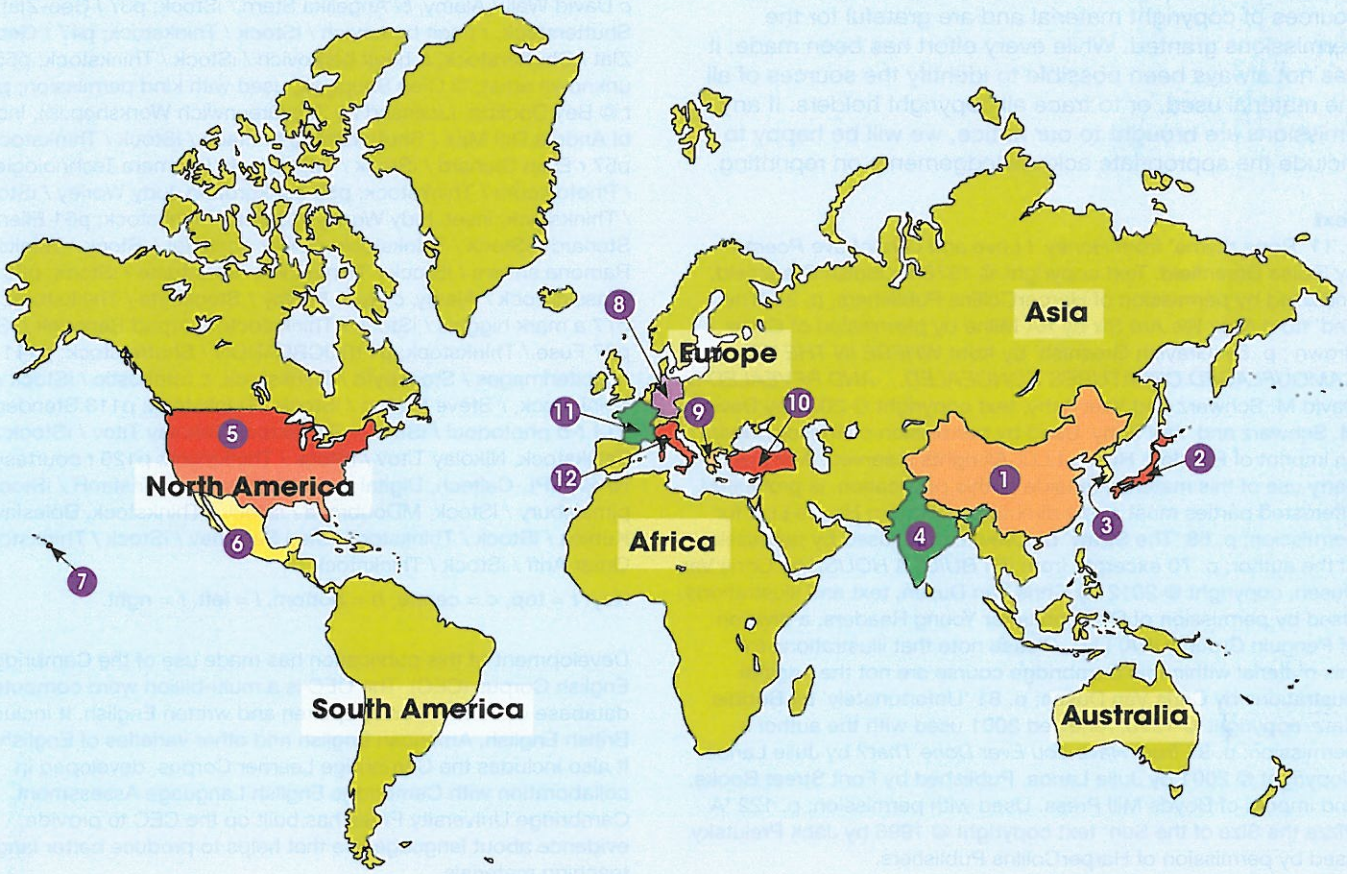
watch 

write 

12 Irregular Verb Chart

Verb	**Past simple**	**Perfect simple** (has/ have + ...)
be (am/is/are)	was/were	been
buy	bought	bought
catch	caught	caught
do	did	done
eat	ate	eaten
find	found	found
get	got	got
go	went	gone
have (has/have)	had	had
hear	heard	heard
make	made	made
read (pronounced **rEEd**)	read (pronounced **red**)	read (pronounced **red**)
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sit	sat	sat
sleep	slept	slept
stand	stood	stood
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
write	wrote	written

13 World map



1. China
2. Japan
3. South Korea
4. India
5. United States
6. Mexico
7. Hawaii, USA
8. Germany
9. Greece
10. Turkey
11. France
12. Italy

Acknowledgements

The authors and publishers would like to thank the following for their contribution to the development of Stage 3:
Series Editor: Kathryn Harper; Development Editor: Frances Reynolds; Reviewers: Nahla El Geyoushi; Lois Hopkins, MA Publishing; Ana Pérez Moreno, Licentiate in English Language and in Education; Claire Olmez, BEd, MA ELT; Mary Spratt.

Cover artwork: Bill Bolton

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Text

p. 11 'Rope rhyme' from *Honey, I Love and Other Love Poems* by Eloise Greenfield. Text copyright © 1978 by Eloise Greenfield, and used by permission of HarperCollins Publishers; p. 24 'The End' from *Now We Are Six* by AA Milne by permission of Curtis Brown ; p. 59 'Grayish Greenish' by from *WHERE IN THE WILD? CAMOUFLAGED CREATURES CONCEALED... AND REVEALED* by David M. Schwarz and Yael Schy, text copyright © 2007 by David M. Schwarz and Yael Schy. Used by permission of Tricycle Press, an imprint of Random House LLC. All rights reserved. Any third party use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Random House LLC for permission; p. 68 'The Straw' by Drew Lamm, used by permission of the author; p. 70 excerpts from *IF I BUILT A HOUSE* by Chris Van Dusen, copyright © 2012 by Chris Van Dusen, text and illustrations. Used by permission of Dial Books for Young Readers, a division of Penguin Group (USA) LLC. Please note that illustrations for this material within this Cambridge course are not the original illustrations by Chris Van Dusen; p. 81 'Unfortunately' by Bobbie Katz, copyright © 1996, renewed 2001 used with the author's permission; p. 97 from *Have You Ever Done That?* by Julie Larios. Copyright © 2001 by Julie Larios. Published by Font Street Books, and imprint of Boyds Mill Press. Used with permission; p. 122 'A Pizza the Size of the Sun' text copyright © 1996 by Jack Prelutsky, used by permission of HarperCollins Publishers.

Photographs

p7 Steve Vidler / Alamy; p11 Blue Jean Images / Alamy; p12 Gerry Pearce / Alamy; p22 *tl* imagebroker, / Alamy, *tr* Andrea Matone / Alamy, br Blend Images / Alamy, b, Daniel Bendjy / Thinkstock;p25 Richard Levine / Alamy; p26 Jupiterimages, Brand X Pictures / Stockbye / Thinkstock; p28 Roger McClean / iStock / Thinkstock; p29:monkeybusinessimages / iStock / Thinkstock; p30 Jani Bryson / iStock / Thinkstock; p32 XiXinXing / iStock / Thinkstock; p33 *tl* Andrea Matone / Alamy, *tr* Blend Images / Alamy; p34 *tl* Virginija Valatkiene / iStock / Thinkstock, *r* Peter_Nile / iStock / Thinkstock, *c* David Wall / Alamy, *bl* Angelika Stern / iStock; p37 / Geo-Zlat / Shutterstock, *r* hagit berkovich / iStock / Thinkstock; p47 *t* Geo-Zlat / Shutterstock, *b* hagit berkovich / iStock / Thinkstock; p55 / unknown artist; © Oleg Shuplyak, used with kind permission; p56 *t* © Bev Doolitte, Licensed by The Greenwich Workshop.®), Inc., bl Andrea Dal Max / Shutterstock, *br* i.fario / iStock / Thinkstock; p57 r Ellen Stenard / iStock / Thinkstock, / Hemera Technologies / Photos.com / Thinkstock; p59 background Judy Worley / iStock / Thinkstock, inset Judy Worley / iStock / Thinkstock; p61 Ellen Stenard / iStock / Thinkstock; p64 *l-r* egdigital / iStock / Thinkstock, Ramona smiers / iStock / Thinkstock, ferrantraite / iStock; p65 *t* ClassicStock / Alamy, *c* Ryan McVay / Stockbyte / Thinkstock; p77 *a* mark higgins / iStock / Thinkstock, *b* Arpad Benedek / iStock; p87 Fuse / Thinkstock; p110 JCREATION / Shutterstock; p111 l Jupiterimages / Stockbyte / Thinkstock, *c* fotokostic / iStock / Thinkstock, *r* Steve Mason / iStock / Thinkstock; p113 Stendec; 114 *t-b* photodoul / iStock / Thinkstock, Nikolay Titov / iStock / Thinkstock, Nikolay Titov / iStock / Thinkstock; p120 *t* courtesy NASA/JPL-Caltech, Digital Art/Corbis; p124 *l-r* TristanH / iStock, pjmalsbury / iStock, MDoubrava / iStock / Thinkstock, Boleslaw Kubica / iStock / Thinkstock, Oleg Seleznev / iStock / Thinkstock, Omar Ariff / iStock / Thinkstock.

Key: *t* = top, *c* = centre, *b* = bottom, *l* = left, *r* = right.

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a multi-billion word computer database of contemporary spoken and written English. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with Cambridge English Language Assessment. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

This product is informed by the English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge English Language Assessment and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org